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ABSTRACT

Reported are the results of a study of 36 postsecondary programs for deaf students, part of a study designed to examine the feasibility of implementing such a program in Maryland. Sections cover answers to questions on the following topics (sample questions in parentheses): students/enrollment ("What is the target population of your program?"), support services ("What are the highest priority support services in your program?"), administration ("What are your funding sources?"), some students' opinions (Why did you attend this postsecondary school?"), and interviews with administrators ("What are the assets of a program like this to your institution as a whole?"). The major portion of the document consists of the following appended material: descriptions of basic support services from "Principles Basic to the Establishment and Operation of Postsecondary Education for Deaf Students" by the Conference of Executives of American Schools for the Deaf, 1973; information on programs visited, from "A Guide to College/Career Programs for Deaf Students"; forms and other in-house documents; and a list of the members of the feasibility study project advisory committee. (IM)

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How They Do It:

Existing Postsecondary Programs for Deaf Students and Implications for a Program in Maryland

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APPENDICES

Descriptions of Basic Support Services from Principles Basic to the Establishment and Operation of Postsecondary Education for Deaf Students by the Conference of Executives of American Schools for the Deaf, 1973 . . . . . Appendix A

Information on Programs Visited from A Guide to College/Career Programs for Deaf Students . . . . . Appendix B

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Feasibility Study Project Advisory Committee . . . . . Appendix D

POSTSECONDARY PROGRAMS

One of the crucial questions in determining the feasibility of a postsecondary program for deaf students is, how is this type of program implemented elsewhere? Answers to this question become especially important when the program under study is not being duplicated nearby and is unfamiliar to those who must decide whether or not to implement it. Postsecondary programs for deaf students below the baccalaureate level are a new idea in Maryland and merit in-depth study.

The trend toward integrating deaf students into regular community college programs has grown rapidly in recent years. The oldest program of this kind is 16 years old. Over half of the nation's postsecondary programs for deaf students were initiated since 1970 (Rawlings and Trybus, 1976).

The most comprehensive publication describing most of these programs is A Guide to College/Career Programs for Deaf Students, produced as a public service by Gallaudet College and the National Technical Institute for the Deaf (1975). In addition, a 1976 article by Rawlings and Trybus summarizes the information in the Guide.

Programs listed in the Guide meet the following criteria. All of the programs:

(1) Have a minimum of ten full-time students;

(2) Have a full-time director or a part-time director who devotes a minimum of 50% of his time to the deaf program;

(3) Accept students directly from high school;

(4) Are part of an accredited postsecondary program;

(5) Generally comply with the Principles Basic to the Establishment and Operation of Postsecondary Education for Deaf Students of the Conference of Executives of American Schools for the Deaf (CEASD).

In accordance with these criteria, the programs are not limited to community colleges, but include four year colleges and universities as well as technical-vocational schools. For the purposes of this report, data on four year programs and on national programs were excluded. These institutions are not the focus of the current feasibility study. Information was obtained on thirty-six remaining programs in the Guide.

The average full-time enrollment of the institutions serving deaf students was about 5,800 with a range of 190 to 20,600 students. The average number of deaf students enrolled full-time was 33, with a range of 10 to 110. It must be noted here that these data, although the best available, are nearly three years old as of this writing. Many of these programs have grown, and some may have decreased in size.

In most cases (78%), the major emphasis of the programs taken by deaf students is technical and/or vocational. An additional 19% reported their major emphasis as being both academic-liberal arts and technical-vocational. Only one program in thirty-six has a major emphasis in liberal arts only. The trend among deaf students is clearly toward the use of community colleges and technical schools for occupational training programs rather than transfer programs.

In addition to the above information, the Guide to College/Career Programs for Deaf Students lists the support services offered by each program. Definitions of these services can be found in Appendix B. The most frequently provided support services are listed below in descending order. The percentage of all programs providing each service is noted in parentheses. Again, these data do not reflect national programs or four year colleges and universities.

(1) Interpreters (100%)

(2) Personal Counseling (100%)

(3) Tutoring (92.8%)

(4) Vocational Development (92.8%)

(5) Notetaking (85.6%)

(6) Vocational Placement (85.6%)

(7) Manual Communication for Deaf Students (78.4%)

(8) Manual Communication for Instructors (78.4%)

(9) Social/Cultural Activities (78.4%)

(10) Special Classes for Deaf Students (52.7%)

Other support services include speech and hearing services (offered by 44% of the programs) and supervised housing (available at 22% of the programs).

Of the most common support services, personal counseling, vocational development, and vocational placement are all parts of the counseling component. Some form of counseling is offered by all of the programs. According to these data, the vast majority of programs have a core of support services: Interpreting, Counseling, Tutoring, and Notetaking.

Another extremely important publication is Principles Basic to the Establishment and Operation of Postsecondary Education for Deaf Students (1973). These guidelines, written for institutions which are considering serving deaf students, were devised by an Ad Hoc Committee of the Conference of Executives of American Schools for the Deaf (CEASD), an organization of administrators in education of the deaf.

The feasibility study of postsecondary education for deaf people in Maryland is being conducted in accordance with Principles. CEASD definitions of support services are included in Appendix A for reference. However, the entire document should be read carefully by those who may be serving deaf students in the future.

METHOD

A series of visitations to postsecondary programs was planned for acquiring up-to-date and detailed information on how these programs are implemented. The

researcher attempted to select a cross section of programs based on the following parameters:

-Size of Program: The range in size of programs visited was from the smallest to the largest programs listed in the Guide.

-Age of Program: Programs selected ranged in age from two to sixteen years.

-Academic or Vocational Emphasis: The range of programs in this area was from a strong transfer program to a completely vocational-technical emphasis.

-Funding Sources: Some programs are supported totally by state money, others totally by federal funds, and others by various combinations of funding sources.

-Location: Suburban and metropolitan centers were visited. Highly regionalized programs which serve many states as well as several programs located in one metropolitan area were included in the itinerary.

-Type of Institution: Most programs were located in community colleges; however, one vocational-technical program and one adult school were visited.

-Other Considerations: If a program was run in conjunction with a complementary program, such as paraprofessional training, it was given strong consideration. Also, programs which were unique in some way, such as in serving deaf individuals with very low reading levels, were given priority.

The eleven programs selected for possible visitation were Northwestern Connecticut Community College, Career Programs for the Deaf, Winsted, Connecticut; St. Paul Technical-Vocational Institute, Program for Deaf Students, St. Paul, Minnesota; American River College, Hearing Impaired Program, Sacramento, California; Los Angeles Pierce College, Special Services, Woodland Hills, California; Golden West College, Hearing Impaired Program, Huntingdon Beach, California; Pasadena City College, Hearing Impaired Program, Pasadena, California; Valley Vocational Adult School, Deaf Program, City of Industry, California; Riverside City College, Program for the Deaf, Riverside, California; Eastfield

College, Services for Handicapped Students, Mesquite, Texas (near Dallas); Tarrant County Junior College District, Service Center for Opportunities to Overcome Problems, Fort Worth, Texas; the Community College of Philadelphia, Program for Hearing Impaired Students, Philadelphia, Pennsylvania. In all cases, the directors of the program for deaf students were receptive to a visit of one to three days by the project coordinator, and they blocked out time for a lengthy interview.

Information to be obtained. During the first six months of the feasibility study, questions were collected about methods used by other programs. Sources of questions included Howard Community College Staff, Deans of other community colleges, the project advisory committee, and others. These questions were compiled prior to the trip and distributed to the advisory committee for feedback. In addition, Brenda Rawlings of the Office of Demographic Studies at Gallaudet College (co-editor of the Guide to College/Career Programs for Deaf Students) reviewed the questions and made suggestions. A revised list of questions was then put into an interview sheet format.

Five sections of questions comprised the interview. The first section asked for information on students, enrollment, and admissions. Section two dealt with specific aspects of support services. The third section, questions about administering a program for deaf students, was the longest section. There were two other sections: one for interviewing deaf students and one for interviewing a representative of the host institution. Other activities, scheduled when possible, included visits to integrated and special classes, a tour of the facilities, and social activities involving deaf students.

One concern of the advisory committee was that the list of questions was too long to be covered in one or two days. To check the length of time required to obtain the most important body of information, a one-day visit to the

Community College of Philadelphia served as a field test before the trip. The field test also resulted in the revision of awkward questions.

The visit to the Community College of Philadelphia showed that the questions for the program director could be answered in one day, with some time left to talk with other staff members as well. A second day's visit would permit interviews with students and with administration of the host institution, as well as classroom observations and a more extended tour of the facilities.

Arrangements. Programs were contacted more than a month in advance of the proposed visit, and all program directors were receptive and able to cooperate in the study. The programs originally contacted are those listed above, with one exception. A substitution was made when the project coordinator learned of a program that was unique and of potential interest for Maryland. One visit was cancelled and another scheduled in its place.

RESULTS AND THEIR IMPLICATIONS FOR MARYLAND

In summarizing the results, no attempt is made to generalize findings to all programs for deaf students in the United States. Rather, the intent of this analysis is to use the experiences of several programs as a basis for recommendations for a new program in Maryland.

The implications of findings are presented in terms of one projected regional community college program in the state. Because of the high excess cost per deaf student, this is the most feasible way to begin community college services for deaf people. If a new program is well attended and the need can be demonstrated for a second program, much of the background work will have been done.

However, all postsecondary occupational education for deaf people will not necessarily be provided by community colleges. For example, it may be

advisable to establish intensive support services at an adult vocational program run by a local adult education department, and/or expand the role of the Maryland Rehabilitation Center. Recommendations on these alternatives will be made following the next phase of the feasibility study, and analysis of Maryland's postsecondary occupational education resources.

For the sake of convenience, in this report implications are described as they relate to community colleges. The vocational institute and adult school visited had essentially the same support team model in their programs for deaf students as the community colleges visited.

Students-Enrollment

1. What is the target population of your program? All programs serve hearing impaired students, and most collect audiometric information for substantiation. In California, proof of hearing loss is required by law to receive special services. With one exception, each institution visited technically serves its respective locality. In practice, however, all programs visited serve their surrounding regions as well because programs are rarely located close together. In all cases, some students come from out of state. St. Paul Technical Vocational Institute is funded as a regional program and draws a large percentage (92%) of its students from out of state.

Implications. Although a program may technically serve only its locality or region, a number of students can be expected to attend from out of state. In Maryland, this will almost certainly be the case, because northern Virginia, West Virginia, Washington, D.C. and Delaware have no community college programs for deaf students. Also, some individuals whose hearing impairment is mild or moderate will be attracted to a program of this kind.

The target population of a program in Maryland should be primarily Maryland's hearing impaired residents.

2. Does your program have a set admissions procedure? What is it? What are the cut offs for students in terms of reading level, hearing loss, I.Q., age, and other variables? All of the community colleges visited have open door admissions policies; this means that they cannot turn down a student who desires services. (St. Paul TVI is not an open door institution. It has admissions screening and there is a waiting list). Most of the colleges employ various screening devices for deaf students so that they can counsel a student prior to enrollment as to his/her prognosis for success in the college. These screening devices also serve as placement instruments and may be analyzed by item so that remedial reading and math needs can be ascertained. Some tests used are in-house tests, some are standardized. Grades from secondary schools are rarely useful because of variable grading systems and curricula.

In almost all cases, admissions counseling is done on a completely individual basis, with no established cut off in any one area. Several program directors pointed to maturity and motivation as crucial factors determining the success for failure of any student.

One community college program, which has a heavy academic-transfer emphasis, has a more structured screening and advisement system. All admissions of deaf students are done by the program staff. The cut off for success of deaf students in this particular college, based on previous students' profiles, is 7th to 8th grade reading level.

On the other hand, a counselor in another college program stated that if a student has about a fifth grade reading level, that student may be a successful student in a community college if he or she has other qualities. For example, exceptional talent in his or her major topic, an independent and serious attitude toward college, and motivation to succeed would help the

student overcome the achievement gap. The counselor stated that many adults in their twenties or older have these qualities. Many recent high school leavers do not have these characteristics, and are ill-equipped to meet the challenges of a community college.

Implications. Of course, all admissions decisions will be done on an individual basis. The staff of a program for deaf students in Maryland should work closely with the admissions department of its college or other institution, and should act as an advocate for students who could reasonably be expected to succeed. Deaf students should come to the college for an interview and some testing. The details of Vocational Rehabilitation's role (payment for services, hearing and physical testing, etc.) should be worked out prior to admission.

3. Do you recruit students? There is great variation in the amount of recruitment done. Several programs do no recruiting while others travel over a multi-state region to tell deaf people about their program. The most common method mentioned was visitation to the local residential school for the deaf or large day program.

Implications. In Maryland, in the early stages of a program, a recruitment effort would be advisable. Activities should include visits to secondary schools programs, clubs, and other organizations of and for deaf people. An orientation to the new program should be given to Vocational Rehabilitation counselors serving deaf clients. Brochures should be widely distributed. It is essential that deaf people be aware of the program. As the program grows, the need for this kind of effort should decrease.

4. How many students have you served each year? Do you anticipate any changes in numbers? The researcher had hoped to find some kind of trend in the growth of postsecondary programs for deaf students, so that projection

figures for Maryland could be computed based on other programs' experience. Unfortunately, there is no pattern of enrollment growth among the colleges and other postsecondary institutions visited.

Several programs have experienced fluctuating enrollments. Several others have grown steadily, for example, 7 students to 25 in three years, or in another case 40 students to 130 in six years. Several schools had never computed full-time equivalent enrollments for their deaf students. A few programs grew very rapidly (e.g., 6 students in the first year and 35 in the second year of the program). Most programs were conservative in their projections for the future and predicted a leveling off at their current enrollment.

Implications. Because there are neither formulas nor reliable trends for predicting enrollments of deaf persons, any projection of deaf student enrollment will be basically arbitrary. Among the institutions visited the largest first year enrollment of a new program for deaf students was 40. This large initial enrollment occurred in 1969-70 in two different institutions, both of which served a large region at the time. Because a program in Maryland would be regional and would serve a population base of at least 4,000,000 people, a large initial enrollment can be expected. If a conscientious effort is made to reach deaf citizens first year enrollments are projected at 25 to 30.

5. What is your dropout rate? For what reasons do dropouts occur? Dropout rates quoted ranged from five to thirty percent. In most cases, these rates were the same as or lower than that of the student body in general. Reasons given for dropouts were both school related, such as poor grades, and non-school related, such as marriage. Most program directors did not perceive dropping out as a major problem.

Implications. As a student population, deaf students seem to be at least as stable as the general student body. However, it must be noted that this holds true when comprehensive services are provided as an integral part of postsecondary education.

6. What is the average load a student carries? Twelve hours was the median figure given. One college has a heavy part-time enrollment among deaf students, but in the other institutions visited, most students carried a standard load of credit hours.

In the first year of the program, many deaf students take about 6 hours of coursework in special classes taught by instructors who specialize in deafness. These courses are credit-bearing and are counted toward graduation if they fit into the students' programs; however, they are not transferable to another institution. The credit hours give students incentive to achieve in these special classes without making their diploma become a degree in remedial English and mathematics.

Implications. Although course load will vary greatly, a program director can anticipate about 12 credit hours per deaf student who is enrolled full-time.

7. Where do students live? Two of the schools visited provide housing near campus via interagency agreements. In one case this is federally subsidized housing and in another, students may lease dormitory rooms in a nearby college, if they are available. All other programs said that students lived either with parents or in rented apartments. Two-thirds of the programs visited give apartment-finding assistance of some kind to students relocating in the area. This type of help is apparently time consuming and difficult to handle. Students' communication problems and lack of experience in independent living compound the usual low income and short-term lease problems which almost all students encounter.

Implications. Because a new program would serve students on a regional basis, housing availability should be a consideration in planning. Since Maryland's community colleges have no dormitories, there should be nearby apartments which have moderate rates and flexible leasing arrangements. In the schools visited in California, such housing is common, but in Maryland, it is much harder to find. The magnitude of the problem will depend in part on the number of students who must relocate. Of course, a program should be located within easy access of as many deaf people as possible.

8. What financial support do students receive? All institutions mentioned Vocational Rehabilitation as a source of support for many students. Case service money supplied by the agency varies because each state has different policies. The second most common source of student financial assistance was Supplemental Security Income, a monthly allotment for those who are unemployed and disabled. Most institutions also mentioned Basic Educational Opportunity Grants, loans, and other programs which are open to both hearing and deaf students.

One college has a speical loan fund for lending up to $50 for books in cases where there is a time lag between the purchase of books and reimbursement by Vocational Rehabilitation.

Implications. The director of a program for deaf students should become familiar with all financial aid opportunities available. When applicable, the student should work through the financial aid office of the institution, rather than have the program director handle all student aid. However, direct liaison with the Division of Vocational Rehabilitation's counselors is vital.

9. What records and reports are kept on deaf students? Three of the programs visited keep no records on deaf students in addition to those kept

by the college. Four other programs keep a moderate amount of information on file: admissions forms, grades and planned course of study, follow-up information after completion of program, in some cases an audiogram. No program visited in California keeps more information than this.

The remaining four programs keep additional information on deaf students. Some examples of additional records kept on file:

-Transcipts of previous education

-Computerized career guidance printout

-Contact sheet for important dealings with individual students

-Correspondence regarding the student, usually transfer

-A self-evaluation form

-Vocational Rehabilitation information

-Health information (in a regional program)

Implications. Records to be kept on deaf students will depend on the requirements and policies of the institution, the requirements for services from the Division of Vocational Rehabilitation, legal restrictions, and the needs as perceived by the program staff.

10. What is the biggest problem faced by most deaf students in the integrated setting? Social adjustment factors were the most often noted problems. According to several program directors, many students enter the college expecting not to have to do things for themselves; they are overly dependent on support service personnel. Many are living away from home for the first time and problems they encounter outside of school affect their performance in school. One director described this adjustment as one of acculturation.

Other program directors emphasized students' problems with English

language, reading, and writing. Tutorial help is a major need of many students. A few other problems were mentioned, mostly related to communication. Some students have been taught that sign language is wrong, and must learn it as beginners.

Implications. Logically, one might have assumed that communication and educational lag would be students' greatest barriers in an integrated setting. Fortunately, interpreters, notetakers, tutors, and special classes help with these problems.

Counseling can ameliorate, if not solve the problems of acculturation, socialization, and the lack of readiness for a large number of educational adjustments. Most programs do not have counselors for deaf students; counseling is often done by a program administrator or teacher who is not a trained counselor. The absence of a strong counseling component may be one reason for program directors' opinions on this topic. A new program can take advantage of this knowledge by having a strong counseling support service.

11. What percentage of your students take primarily an academic load? A vocational-technical load? Nine of the eleven institutions could answer this question. In most cases, percentages given were rough estimates. Approximately 62% of deaf students are currently enrolled in vocational-technical programs, with 38% transfer programs or programs of general studies.

Implications. It is vital that a community college serving deaf students on a regional basis should have strong programs in vocational-technical education. The institution should provide a variety of occupational training programs.

12. Do you have a waiting list? If so, how long is the delay between admission and enrollment? Only two programs visited have waiting lists. In one case, the program with a waiting list exists within an institution which

also has a waiting list. The situation has been improved in recent years because the institution has agreed to save spots in specified programs for deaf students. The number of spots is negotiated annually. Waiting periods vary according to the course of study desired by the student; some programs have longer lists than others.

One community college has a waiting list based on student abilities; borderline students are more likely to be placed on a waiting list. The purpose of this waiting list is to keep the staff:student ratio at a level which permits high quality services. The procedure is analogous to establishing a waiting list in K through 12 programs for handicapped students when class size reaches the maximum advisable level.

Support Services

1. What are the highest priority support services in your program? According to program directors, interpreters are the basic, most essential support service. Next in priority were instructional components such as special classes and tutors. Counseling was listed at nearly the same level as the instructional component. Notetakers were mentioned at the next level of priority.

Implications. Minimum support services must include interpreters, special classes, tutors, a counselor, and notetakers. These services are what Robert Lauritsen, Director of the Program for Deaf Students at St. Paul Technical-Vocational Institution calls the "critical mass." Regardless of the numbers of deaf students enrolled, the administering and coordinating of these services must be done by a professional who has experience in working with deaf people and if possible, has community college experience.

2. What is your student:counselor ratio? Despite the high priority given to counseling as a support service, only the largest programs visited have

full-time counselors and in most cases even these counselors have other administrative duties. Counselor:student ratios for all programs visited ranges at best from 1:25 to 1:100 at worst. However, programs which have no full-time counselor consider the program director as their counselor, despite the fact that a limited amount of a director's time can be devoted to counseling.

Implications. Several program directors recognized this weakness in their support service system and said that they have had difficulty in obtaining funding for counseling positions. Perhaps this lack of adequate counseling is a reason that social adaptation is seen as the major problem deaf students face, rather than communication. Counseling often takes low priority in education, but when institutions open their doors to handicapped individuals, they must realize that these individuals have more adjustments to make than do non-handicapped individuals. If the student is frightened, threatened, confused and/or overwhelmed, he or she faces a much greater chance of failure.

3. What are the duties of each position in your program? The staff of each program usually have multiple interdisciplinary duties because of the wide range of needs of a relatively small number of students. Only the largest programs had clearly defined positions.

The two largest programs visited use their staff as follows:

Program A (130 deaf students)

1 administrator - counselor

1 counselor

3 teachers

1 teacher - audiologist

1 lead interpreter

Many full-time and part-time interpreters

Program B (130 deaf students)

1 administrator

2 counselor - administrators

1 teacher

1 lead interpreter

1 media director

1 continuing education coordinator

1 interpreter training coordinator

Many full-time and part-time interpreters

Each of the smaller programs visited divides staff differently. Almost every possible combination of duties is used. The administrator of the program usually does some teaching or counseling in addition to some administrative duties. This person usually works with college staff in admitting deaf students, registering of deaf students, faculty in-service, working with the college public relations department, representing deaf students' concerns in administrative matters, recruiting students, handling the program budget, articulating with Vocational Rehabilitation, and supervising other staff members and the program as a whole. In some cases, the administrator schedules interpreters and/or arranges for tutors. Often, however, a lead interpreter is given these responsibilities. The duties of lead interpreters vary, but can include the following: scheduling of interpreters, arranging for tutors, in-service training of interpreters, working on maintaining high interpreter morale, training of new interpreters, evaluating interpreters interpreting, teaching sign language, and training of notetakers.

An instructor in a program for deaf students may teach special classes, tutor, arrange for tutors, train notetakers and schedule them, assist college faculty in adapting instructional media for use by deaf students, and/or teach sign language to hearing students and staff.

As mentioned above, few programs have full-time counselors. When counselors are on the staff of a program for deaf students, they may have responsibility for personal, social, academic and career counseling as well as placement following completion of the program. In addition, they are often expected to do testing, assist students in finding housing, handle correspondence with vocational rehabilitation, and/or perform other duties.

Implications. The combination of duties of each staff member of a new program will depend on the abilities and degree of versatility of those hired. Also, if the institution serving deaf students has an interested and enthusiastic staff, some support services can be assumed by them. For example, faculty in-service, efforts in placement, and materials development may be assisted by other staff. Their involvement may increase the deaf student's feeling of belonging.

4. If you could have one more position, what would you add? Over half of the programs would add a counselor. Other needed positions listed were instructor, interpreter, and office assistants.

Implications. Again, counseling seems to be the most often overlooked support service component of programs for deaf students.

5. Where do you find your interpreters? Los Angeles has an abundance of interpreters when compared with other areas. All institutions visited in the Los Angeles area had ample numbers of interpreters seeking work. In four other postsecondary schools visited, training was done on campus, and two of these granted an Associate of Arts degree to those trained as paraprofessionals in deafness. One institution has a federal grant to train interpreters for its region.

One college hires interpreters as full-time professional level employees who have background in a certain subject area, and thus can interpret more

effectively, This method is more costly than hourly interpreters but has substantial benefits for deaf students. The interpreters also teach sign language for the college and interpret for evening courses.

One eastern college had trouble at first finding interpreters but is now gradually developing a pool. Initial recruiting efforts focused on friends and families of deaf people as well as staff of secondary level educational programs for deaf students.

Implications. There is at present an inadequate supply of interpreters in Maryland. Most certified interpreters here are employed full-time and many work in occupations which do not directly involve interpreting.

Interpreter training should be offered in the college which has services for deaf students. The training program could begin in the non-credit community services division, while planning is being done to institute interpreter training in the credit area. Ideally, this training should begin before full implementation of the program.

Newly trained interpreters could do practicum in classes which do not require high level interpreting skills, such as physical education. Frequent contacts with deaf students would allow them to increase their communication skills. The employability of those who complete the program need not be limited to interpreting; for example, an interpreter with secretarial abilities would be in great demand as secretary for deaf people employed in government and in business

Gallaudet College has an interpreter training program; if a new program for deaf students is located near Gallaudet, this resource is an alternative solution to the problem.

6. Are interpreters full-time or part-time? Most programs hire some full-time and some part-time interpreters. Three programs hire only part-time interpreters. Opinion is very much divided on this issue.

Some support the use of part-time interpreters so that money can be saved on benefits. Others prefer full-time interpreters because they are always present when needed, they are conscientious employees because they do receive benefits, and they can serve students in other ways. Some full-time interpreters also do clerical work or scheduling as well as substituting and interpreting for student activities, student-teacher conferences, and other interpreting situations.

Implications. The combination of full-time and part-time interpreters allows extra staffing during peak classroom hours, usually in the morning. A new program should have at least one full-time interpreter.

7. What problems, if any, do you encounter in scheduling interpreters? The most common dilemma is finding enough interpreters to cover all classes at popular times. Sometimes programs circumvent the regular registration process to get several deaf students in one section of a multi-section course.

Course dropping and adding by students causes scheduling problems for which there are no easy solutions. The researcher has a personal friend who was interpreting part-time for one of the colleges visited. Her original schedule for Friday contained three one-hour classes: one at 9 a.m., another at 10 a.m., and a third at 1 p.m. In the third week of the semester, the deaf student in the 10 a.m. class dropped that course and as a result she was forced to be at the college from 9 a.m. until 2 p.m., and was paid for only two hours. Such situations are not the fault of the student, the interpreter, nor the program director. However, they do have a detrimental effect on interpreter turnover and morale.

Another problem in scheduling interpreters is that the task of interpreting is very demanding, both physically and mentally. Because interpreters "wear out" after a few hours, an effort is usually made not to schedule too many classes in a row.

Finally, there is the problem of matching the interpreter's expertise with the subject matter to be interpreted. An interpreter may be more skilled in interpreting an English class than a math class, for example. The staff member responsible for scheduling must get the best possible match of interpreters and classes.

Implications. The college should make a commitment to permit advance registration of deaf students so that interpreters can be scheduled with maximum efficiency. If possible, interpreters should be screened for educational background as well as other factors. Because interpreters are in short supply at the present time, a new program will not be able to be so selective at first.

8. Do you have paid notetakers? The programs with heavy vocational-technical emphasis do not pay or train notetakers. Other programs are evenly divided between paid and volunteer interpreters and also between trained and untrained notetakers. Where training is not offered, printed material on notetaking is usually given to new notetakers. Hearing classmates are the most common source of notetakers, One college requires a certain GPA to qualify for a paid notetaker; another requires that the student be majoring in that subject; another requires the recommendation of the instructor. Several program directors use the technique of screening notes a few weeks into the semester. This can be done by the instructor of the course. Of course, feedback from deaf students themselves is extremely important.

Implications. Notetakers should be paid and trained to assure good quality notes for deaf students. They should be class members who have above a flat B average and who attend class regularly.

The training of notetakers need not be long but should include outlining skills, methods of showing emphasis, procedures in case of absence, and the

evaluation form which will be used to rate his or her notes. A short tape recorded lecture can be used at the end of the training session as a preliminary test of notetaking skill.

9. What outside agencies do you use for referral or other purposes? Vocational Rehabilitation is the most extensively used agency. Two programs have a Vocational Rehabilitation counselor on campus one afternoon per week, an arrangement which they feel is very helpful.

Speech and hearing agencies were used by two programs. Two program directors mentioned mental health services, but in both of these cases, a mental health program for deaf people was located in the vicinity. Such programs are rare.

Implications. Regular visits by a Vocational Rehabilitation counselor to a program for deaf students are of real benefit to students and to the program staff. Cooperative relations with a nearby speech and hearing agency would also benefit students and increase the agency's opportunities for work with deaf adults.

Another report of this feasibility study, Complementary Resources for a Community College Program for Deaf Students in Maryland, examines public services for deaf people in more depth.

10. How do you work out the auditory problem in audio-tutorial instruction? Videotape equipment is an investment which has many benefits for those programs which have access to it. One benefit is that audio-tutorial instruction can be videotaped in sign language and then used by deaf students the same way that hearing students use it.

Programs without videotape equipment use either an interpreter or scripts. The use of interpreters is expensive because it is done on an individual basis. Also, unlike hearing students, deaf students cannot walk into the Learning

Resources Center and use the self-instructing machines at any time, because they must ask for an interpreter in advance.

The use of scripts is relatively inexpensive, but students complain about the lengthy reading that is not required of their hearing peers. Scripts increase the dependency on language and reading, which can cause real problems for some deaf students and which defeat the purpose of audio-tutorial instruction. Deaf students may become less motivated than hearing students who can sit and listen instead of reading long scripts.

Implications. Most audio-tutorial courses and assignments taken by deaf students should be videotaped. The process is simple: the interpreter interprets the audio tape on videotape, which is then stored for use by deaf students.

Videotaped instruction with an audio component can be captioned, or else interpreted by means of split screen. Other special needs in self-instructing media can be handled individually by program staff and media personnel, with the advisement of deaf students.

11. Describe the in-service training which your program provides the regular faculty and staff of your institution. Most of the programs visited offer voluntary sign language classes to the faculty and staff of their respective institutions. Many of the programs have no additional in-service.

A few programs have coffee and donut gatherings at the beginning of each semester for instructors, deaf students, and interpreters. Some other programs schedule a portion of the regular faculty in-service time for teaching about the deaf student in the classroom. This may be several hours at the beginning of each semester.

Implications. Support services in community colleges and other programs are designed to do just what the name implies: provide support. Ultimately

it is the instructor who is responsible for the education of the deaf student. One major means of avoiding paternalism, discrimination, and misunderstanding is to prepare faculty so that they feel secure about serving deaf students. Especially at the beginning of the program, in-service on the topic of deafness should be given to each faculty member as part of the required faculty development program. In addition, informal gatherings for staff, students, and interpreters should be provided. "Bag lunch" small group sessions should also be available on a regular basis. The program director should answer individual questions and requests for assistance from faculty as well.

12. Describe your preparatory program for deaf students. Although the newest programs visited are still working on this aspect of support services, most programs visited have some kind of specialized classes for deaf students.

Usually there are at least two classes of a remedial nature which can be taken for credit. In most cases, a teacher trained in deafness and fluent in manual communication teaches these courses.

Three programs have intensive preparatory programs prior to the students beginning the regular courseload. These programs range from 6 to 12 weeks in length, and students take coursework in basic reading and math. In one program, students also receive work evaluation, consumer education, communication and health instruction.

Implications. Course outlines of special classes offered at Golden West College are provided in the Appendix for possible use as a reference by the staff of a new program for deaf students. The needs of students will dictate what special classes will be offered.

Summer school offerings in intensive developmental reading and math can help students catch up where necessary. A student orientation to the college and the support services offered should be available for new students.

13. What do most students take in their first two semesters? There is a great deal of variation, but often students begin the regular course of study, with the exception of the remedial work needed. The first semester load is about nine to twelve hours in those institutions which have a semester system.

In programs which have preparatory coursework prior to enrollment in the regular curriculum, students take the same courses as do hearing students once they are enrolled.

Some programs have neither special remedial classes nor preparatory programs and deaf students always take the same courses as do hearing students. One program offers extensive options in special classes; sometimes students' first year is filled with these classes, and no integration takes place until the second year.

Implications. Deaf students, like hearing students, may be very anxious to get involved in their major course of study as soon as possible. To delay this involvement in the interest of remediation can result in student apathy. The researcher favors a combination of hands-on experience with developmental work as needed by the individual students.

14. Is there something unique about your support service system? Some innovations cited included the following:

Media: videotape is extensively used by some programs. One college tapes all classes for use by both deaf and hearing students for make up and review. Videotape also helps in sign language instruction and in vocabulary development (signs for technical terms) as well as orientation to the college.

Slide tape presentations are very effective as a tool for in-service of the regular faculty and students.

Complementary Programs: The interaction between the program for deaf students and training programs for interpreters and other paraprofessionals is a unique situation which proves very successful.

One college has a community service center for deaf people, in addition to the regular support services for students. This community service center provides assistance to deaf community members in dealing with public agencies and in solving problems of daily life. Also, the center has developed a unique program to teach deaf people about various teletype models and how to use them.

Student Life: The popularity of sign language among hearing students has resulted in several social clubs of both deaf and hearing students. One program which has a counselor trained to work with deaf students offers a regular group session for deaf students on survival in the college setting.

Administration

1. What is the administrative line of authority? Most of the programs visited answer to a dean or other administrator of student services, two program directors answer directly to the head of the institution, and three answer to an administrator of the instructional division.

Implications. The administrative design of the institution will influence decisions on this matter should a program for deaf students be established. The Student Services department is a logical place for a program, but the support services offered also affect the instructional component of an institution. No matter where the program is located in the administrative chart, it is imperative that the interests of deaf students be represented in administrative decisions.

2. Is the program for deaf students part of another program? About half of the programs visited serve only deaf students, whereas the others serve all

handicapped students. Most programs in California and Texas serve all handicapped students through one or more "enablers for the handicapped", who coordinate services for all handicapped students on that campus.

Implications. A program for all handicapped students is an option which Maryland's postsecondary educational agencies and other related agencies may wish to consider.

There are some problems with this model, however. First, handicapped people have very different needs, depending on their respective handicaps. The ideal institution for serving one handicapped group is not necessarily the best for serving another group of handicapped students. For example, the minimum criterion for a college of other postsecondary programs to serve all handicapped students would be optimum accessibility in terms of barrier-free structures. However, the most barrier-free institution may not necessarily have the best occupational training offerings for most deaf students.

Another problem with this model is that staff of a support service program for all handicapped students will most probably have had more experience with the problems of one handicap than another. Services of equally good quality may not be available to all handicapped students.

This model should be studied in more depth. Recommendations for each handicapped group of individuals should be made on the basis of their respective needs.

3. Do the personnel policies of the institution apply to staff of the program? In all institutions, personnel policies of the institution apply to the staff of the program for deaf students, except for interpreters.

4. Are salaries comparable to that of the institution's faculty and staff? Yes, in all cases.

5. What are interpreters paid? Do they receive any benefits? Interpreters earn between $3.50 per hour for a student-intern interpreter, to $8.50 per hour for a highly skilled and experienced interpreter. Merit is based on educational background, training, certification status, and experience. Most part-time interpreters receive no benefits. In California, state law requires that employees who work more than 20 hours per week must receive benefits. This protects some interpreters there. However, in other states, there are no comparable rules.

Implications. In Maryland the policies of the host institution regarding part-time support staff will probably be applied to interpreters.

6. What are your funding sources? Vocational Rehabilitation, Vocational Education, the local school district, and state funds are the most common sources of financial support for programs for deaf students.

Vocational Rehabilitation usually supplies direct service money for interpreters, notetakers and other hourly support services. When done on an individual client basis, the procedure is long, complex, and sometimes unreliable. Eastfield College in Texas has an agreement with Vocational Rehabilitation for excess cost of $1,836 per deaf student in direct client services money for hourly support services.

Vocational Education's monies are used many ways, often as program staff salaries. The local school district's share varies. Some districts supply office space, equipment, supplies, and utilities only, whereas others pay the program director's salary, and still others support the entire program.

The State supports programs in Connecticut and California. In Connecticut, the program for deaf students was a legislated item which resulted in a line item in the state budget. The state guarantees a certain sum, and if other sources of funding can be found, that amount is reduced by the amount of outside assistance available.

California's Assembly Bill 77 guarantees a flat excess cost figure to be

allocated for each handicapped student in a community college. During 1976-1977, this figure was $785. Next year the figure will be doubled for severely disabled students, such as deaf students.

One program visited is a regional program funded by the Bureau of Education for the Handicapped. There are four regional programs guaranteed funding through BEH; three of these institutions are less-than-four-year colleges or technical schools. Although there is no regional program in the east, the current appropriation is low and would probably not allow the addition of a regional program.

Implications. Vocational Technical Education and Vocational Rehabilitation are promising funding sources for a new program, but there should be a concerted effort to get state support for the program, since it would serve Maryland's deaf citizens.

7. Do you have adequate space for your offices? Office space is not seen as a major problem by the programs visited. The institutions in which they are located seem to be meeting their needs or have promised expansion in the near future.

8. Are there Teletypes (TTY's) at the college? Any other equipment? Every program has at least one TTY and/or MCM (a portable teletype). Other equipment owned by individual programs included:

-videotape recorder and player, monitor
-photocopy machine
-lab for 16 mm film production
-work evaluation equipment
-phone amplifier, amplified pay phones
-self paced instruction machine that uses lights rather than sound to indicate a correct response
-special effects generator for split screen interpreting
-amplified headsets in audio-tutorial carrels.

Implications. Telephone and teletype equipment should be priority acquisitions. There should be a TTY in the offices of the program for deaf students and in the community services office. Videotape equipment and photocopy equipment should be readily available. Other equipment can be added as needs arise.

9. What resources of your institution are used most by the program for deaf students? Library and media services, under their various titles and acronyms, were the most used resources. The Placement Office and work experience program were also mentioned by several program directors.

Implications. The program staff should attempt to gain the interest and involvement of the college in deaf students' education and activities. In doing this, they might begin with the learning resources and career counseling personnel.

10. How would you assess the general attitude of the regular faculty toward the program? What about the administration? The hearing students? Responses indicated that the vast majority of faculty have a good attitude toward deaf students in all institutions, although several program directors noted that there were a few individuals who exhibited negative attitudes. Administrative relations were described as being good also; a few administrative problems seem to stem from concern about the expense involved in educating deaf students. Hearing students were the most enthusiastic of the groups, and many learn sign language.

Implications. Based on the experiences of other institutions, a negative reaction of faculty, staff or students should not be expected if adequate support services are provided and if there is good orientation.

11. How do you manage your liaison with Vocational Rehabilitation? Since Vocational Rehabilitation is a funding source which operates on an individual

client basis, liaison is very important and sometimes difficult. Relationships with Vocational Rehabilitation vary from poor to excellent among the programs visited.

Characteristics of programs having good relationships with Vocational Rehabilitation include:

(1) Vocational Rehabilitation counselor comes on campus one day per week.

(2) Contact is maintained by telephone.

(3) One counselor serves most of the program's students and the relationship with this counselor is good.

(4) There is a flat excess cost rate for deaf students attending the school. This allotment pays for interpreters and notetakers.

(5) A systematic method of working with Vocational Rehabilitation has been worked out internally in the college.

(6) Staff members of the program for deaf students have a professional background in rehabilitation.

Characteristics of programs with poor relationships with Vocational Rehabilitation include:

(1) One counselor serves most of the deaf students of the school and there is a personality conflict between the program director and the counselor.

(2) Several counselors serve the deaf students in the program, and the competencies of these counselors vary greatly.

(3) The program director has no direct contact with Vocational Rehabilitation.

12. How many of the hearing staff members of the institution can sign?

Most programs said that up to six faculty members had learned to sign, and one

program said that twenty of the faculty members had learned. Many more have taken introductory classes so that they have a basic understanding of the nature of sign language.

Implications. Although only a handful of faculty will become fluent in sign language, classes should be made readily available for those who are interested. Deaf students often develop special rapport with faculty who have tried to go half way in breaking the communication barrier.

13. Are there deaf people on the program staff? Most institutions have at least one deaf person on the staff, either as faculty or within the program for deaf students. The presence of deaf staff members gives a role model for deaf students and helps hearing people in the institution to understand the capabilities of deaf individuals.

Implications. If at all possible, a deaf person should be part of the staff of the program for deaf students. Deaf staff members should be outgoing individuals who can work with hearing faculty and staff.

14. Are social events integrated? Are there any separate social events? The extent of student involvement in student activities and social life at school ranges from no involvement to very active involvement. The degree of integration and social life at school ranges from only separate activities to only integrated activities. There is no common denominator.

Implications. A balance of activities should be encouraged so that deaf students can enjoy socialization at the college. Activities could include an all deaf club or team, an integrated club or team, and full participation in school wide activities. Interpreters should be provided for student events.

15. Do deaf students have interpreters for all courses? Nearly all colleges provide interpreters for every course requested. In a few cases, interpreters are not provided for all physical education activity classes.

Implications. The policy of programs to provide equal access to education should be followed as closely as possible in Maryland. A regional program is a compromise agreement from a deaf person's perspective, since ideally, full support services should be available in every locality which has deaf people in its community. If only one college has a program, then all of its courses should be open to deaf students.

16. Is there a cooperative work experience program? None of the institutions visited has an extensive work experience program with many deaf students involved. Those which did have such programs were community colleges in which the program for deaf students works with regular college staff to place deaf students in work situations.

Implications. Other support service priorities probably prevent extensive involvement of program staff with the institution's work experience program. New students require more staff time than do those second year students who are most likely to be candidates for work experience. Ideally, a new program in Maryland should get deaf students enrolled in the work experience program.

17. Do you have an advisory committee? How do they function? Not all programs for deaf students have advisory committees. Those programs with advisory committees state that they meet from one to four times per year and have an advisory and "sounding board" function rather than a governing function.

Implications. An advisory committee established for a new program for deaf students should advise program staff.

18. Do deaf students attend other nearby colleges if they are interested in these programs? If so, how do you coordinate support services? About half of the programs visited have a small number of students attending another facility or another institution. In most cases, students go for occupational training and only interpreting is provided as a support service.

One community college is located in a district which has three colleges, each of which specializes in one handicapping condition.

Another community college serves as the central support service site for a three campus district. All of the campuses serve all handicapped individuals and one paraprofessional on each campus coordinates the services for that campus. Recently, however, all deaf students were moved to one campus because this administrative model was not meeting their needs.

The most highly developed attempt at a consortium arrangement is found at St. Paul Technical Vocational Institute. There, fifteen to twenty students are attending other postsecondary schools for occupational training not available at TVI. One full-time counselor serves on an itinerant basis working with faculty, students, and interpreters at each of the other institutions. Only the more independent students attend other schools, since support services are very limited there.

Staff at St. Paul Technical Vocational Institute advised that a new program should begin on one campus and build a good track record before expanding to other campuses. A multi-institution arrangement can greatly reduce cost effectiveness because the interpreter to student ratio approaches one to one.

Implications. New federal guidelines for Section 504 of the Rehabilitation Act of 1973 require institutions that receive federal funds to serve all handicapped students who desire admission. A new program for deaf students can act as a resource for other community colleges, but should focus its efforts on developing quality support services at one institution for the first several years.

19. Could you give two suggestions for the administration of a new program for deaf students? Some suggestions:

(1) Have a person on the staff who is already familiar with the institution as a whole.

(2) Hire full-time, professional staff for all positions to allow maximum flexibility in scheduling.

(3) The program for deaf students should schedule classes requested by deaf students so that as many as possible are in the same section.

(4) Plan budget carefully and be sure of your funding sources.

(5) Have a strong and concentrated remedial program.

(6) Make sure that the administration and faculty are enthusiastic about serving the new students.

(7) Involve the community services program so that these needs of deaf people are met.

(8) The program director should be a 12-month employee.

(9) Clerical support is essential.

(10) Interpreter training on campus increases interaction of deaf and hearing students, supplies interpreters to the program, and provides practicum experience for aspiring interpreters.

(11) Interpreters should be able to interpret at many language levels.

(12) Hire instructional staff who are proficient in materials development.

(13) Build relationships with the institution by providing services in return- perhaps by teaching a class, sharing materials, etc.

(14) Prioritize support services and remember the counseling component.

(15) The program director should answer directly to the highest possible level of the institution's administration so that the interests of deaf students are not overlooked in college policy and goal formation.

20. What are some administrative problems you face? Several program directors mentioned that the necessity of performing multiple duties can get out of hand. For example, having one person serve as administrator of the program, counselor, and instructor is a severe overload. Some directors suggested that clear delineation of duties would help the situation. A common concern is that regular staff who are not familiar with deaf people usually do not realize how time consuming deaf students are to serve. For many deaf people, this is the first time they have had to compete with hearing students.

Another major problem cited was the maintenance of funding such programs. The writing of grants and project reports is time consuming and funding amounts fluctuate.

21. Is the location of your program a good one? Most programs were satisfied. Factors which contribute to satisfaction include:

(1) Interest of institution in having a program for deaf students.

(2) Large variety and number of occupational training programs as recommended in manpower report.

(3) Geographic location accessible to a large population.

(4) Supportive administrator(s) in appropriate position(s) (e.g. Instruction and Student Services).

(5) An instructional emphasis on serving individual needs of students.

(6) A large number of occupational programs which have a hands-on emphasis as well as some occupations which have a more theoretical base.

(7) Many occupational programs with certificate options.

(8) A strong developmental education - remedial education component.

(9) Availability of apartments and/or other housing nearby.

(10) Availability of interpreters in the area.

(11) Good instructional media, especially videotape.

22. If you could begin the program again, is there anything you would have done differently? Program directors who had been with the program since its inception answered this question. Most who answered said that they would have done a feasibility study first. Another would have instituted a Management By Objectives system. One director would have preferred program offices at a central place on campus, rather than on the outskirts.

23. What is the placement record of your program? Placement information was inconclusive. Some programs visited are too new to have meaningful data on this. Two of the older programs stated 90% and 94% successful placements. Two programs are oriented more toward transfer than toward occupational training and did not have data on placement. One program director said that his program's placement record was low: about 20-25%.

Implications. The existence of an occupational education program for deaf students does not automatically guarantee increased job opportunities. The staff of a program for deaf students should give special attention to placement personnel of the institution, so they become aware of ways in which they can help deaf students find jobs.

Some Students' Opinions

Time did not permit interviews with students at every postsecondary school visited. Ten students at five institutions were interviewed. Interviews took place wherever the researcher found students - in the program office, cafeteria, or outdoors on campus.

1. Why did you attend this postsecondary school? Many students liked staying close to home. As might be expected, the program's special support services play a major role in their choice of their respective colleges or other postsecondary schools, Other reasons given by students include the curriculum of the institution, their own general educational needs, and advantages in social life.

2. What is your major? Was it your first choice? Several students had not decided on a major and several had changed majors because their first choice was too difficult. [A summary of the Guide to College/Career Programs for Deaf Students shows that in 1975, the four most popular majors among deaf students were in Business and Office, Fine Arts and Humanities, Public Services, and Communications and Media (Rawlings and Trybus, 1976.)]

3. How do you get along with hearing students? Have you made friends among them? Of the ten students interviewed, three noted they had no really meaningful friendships among hearing students, four stated that they had both hearing and deaf friends, and three showed enthusiasm about their social relationships with hearing students. None of the students interviewed indicated negative feelings toward hearing students. The degree of interaction with hearing people is a very individual thing, but among the students interviewed, hostility and rejection by hearing students were not problems.

4. Do you get the help you need here? All students were satisfied with support services with two exceptions: one complained of the quality of some ot the interpreters' skills, and another mentioned difficulty in finding a tutor in one difficult subject.

5. Where do you live? Did you have problems in finding a place to live? None of the students who had to relocate reported having difficulty in finding a place to live. One started the program with apartment-finding assistance

from the program staff, and then found a more suitable place himself. (However, interviews with the staff members of several programs indicated that finding housing does cause problems for some deaf students.)

6. Do your instructors (aside from those in your special classes) seem to understand about deafness? More than half of the students interviewed were satisfied with faculty understanding of their handicap. Several students noted that some instructors had a better understanding of deafness than others, and often the problem is rapid lecturing and discussion.

7. Have any of your instructors learned to sign? According to these students' experiences, very few faculty learn to sign. Four of the ten students had encountered one faculty member who could sign, whereas the other six students interviewed have no instructors who can sign.

8. Do you have any advice for a new program for deaf students? Some students' answers:

(1) Have a strong preparatory course.

(2) Set up an integrated social club for deaf and hearing signers.

(3) Make sure that information about your program reaches deaf people.

(4) The teacher of special remedial classes should be a trained teacher of the deaf.

(5) Explain to deaf people about what college is like.

Administrators

Interviews with administrators of the overall institutions were conducted at four sites: Deans of two community colleges, the Assistant Director of an Adult School, and a Student Services Staff member in a technical institute. In all cases, those interviewed had been with the institution since the inception of the program for deaf students.

1. How would you assess the general attitude of the faculty and administration toward the program for deaf students? One respondent said that the institution was at first apprehensive about the program, but the quality of program staff and support services eased the faculty's fears and won their acceptance.

Another had the opposite experience in that faculty and staff were very enthusiastic at first, but after several years the novelty wore off. In this case, there was no ongoing in-service for faculty and staff. Orientation to the handicap cannot be a one-shot session.

The other two respondents said that the attitude among faculty and staff has been excellent since the beginning of the program.

2. If you could give advice to the administrator of a postsecondary institution with a new program for deaf students, what would you say? Administrators' Advice:

(1) Plan carefully in introductory stages, work with faculty's feelings of insecurity in dealing with a new type of student. In-service is a necessity. Let faculty talk with peers who have worked successfully with deaf students.

(2) The institution must make a commitment and have a policy regarding serving deaf students.

(3) The institution must realize that such programs do not make money. Full support services are necessary; removal of even one service can result in failure.

3. What are the assets of a program like this to your institution as a whole?

(1) Credibility as a comprehensive institution, especially in the community college.

(2) Public relations for a program for deaf students is a major advantage.

(3) Hearing students learn from attending classes with deaf students.

(4) Deaf students have made good employees, and have therefore been a positive reflection on the institution.

CONCLUSION:MAJOR ISSUES

The validity of the guidelines found in Principles Basic to the Establishment and Operation of Postsecondary Education for Deaf Students (CEASD,1973) was confirmed by this study. Certain major areas should be reiterated, since they are commonly misunderstood by people who are not familiar with deafness.

1. Postsecondary institutions must begin serving handicapped people. Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112) prohibits discrimination against qualified handicapped students. The regulations for Section 504 are explicit and far-reaching, and should be studied by administrators in all postsecondary institutions. It is advisable for these institutions to become involved with handicapped citizens as soon as possible.

2. Characteristics of the institution serving deaf students will be a major determiner of the success of a program. Although support services offered were similar in all of the programs visited, differences in emphasis in the overall institutions enable individual programs to serve people with a wide variety of educational levels. In general, consciously or inadvertently, programs serve a certain band of the spectrum of abilities. For example, two community colleges visited have largely transfer-oriented deaf students with reading levels at or above seventh grade. St. Paul Technical Vocational Institute serves students of about average reading level for deaf people (third through sixth grade). The Valley Vocational Adult School's program

for deaf students serves students at first and second grade reading levels in their regular vocational programs. A sheltered workshop is also available there for multi-handicapped deaf individuals.

The institution must make the determination as to how much of the deaf population it can serve. The next phase of the feasibility study will attempt to match Maryland's postsecondary educational resources with the needs of Maryland's deaf people.

3. Services for deaf students are expensive. It is recommended that there be one community college program to serve the entire state, with an option for expansion if the need dictates.

The excess cost per deaf student in Maryland will depend on enrollment. Estimates given by program directors ranged from $1,800 to $3,700 excess cost per student per year. It must be noted that this cost is an investment, since tax dollars will be generated by graduates.

4. In a program for deaf students the ratio of students to staff will be drastically lower than for that of the general student body. More social and educational adjustments are required of deaf students than are required of hearing students. Many deaf students lack an awareness of career options and educational requirements for careers. Developmental and remedial instruction in language and math must be taught using special methods.

A limited number of staff must serve many functions. They must work with faculty, administration, deaf and hearing students, the deaf community, and many outside agencies. They must provide counseling, instruction, coordination, administration, new program development (e.g., sign language instruction and interpreter training), and faculty in-service.

There may be a great temptation to understaff a program because of small enrollments of deaf students, especially in the first few years. It is crucial that this tendency be avoided.

5. Personnel hired to staff a program for deaf students should be flexible and versatile. Because of the variety of duties they must perform, staff should have a strong background in deafness, both in training and experience. Personality factors must also be given strong consideration, since these individuals must be adaptable and have good human relations skills.

6. There is no flat achievement score that can be used as a criterion in evaluating deaf students' success. It would be arbitrary and misleading to give colleges the impression that a certain reading or math score can be a cut off for deaf students. Admissibility will depend on the college, the program in question, and all the abilities of each student as an individual. A college commitment to developmental education is an indicator that the institution may be suited for serving deaf students.

REFERENCES

Conference of Executives of American Schools for the Deaf. Principles Basic to the Establishment and Operation of Postsecondary Education for Deaf Students, 1973.

Rawlings, B.W. and Trybus, R.J. Update on postsecondary programs for hearing impaired students. American Annals of the Deaf, 1976, 121, 541-546.

Rawlings, B.W., Trybus, R.J., Delgado, G.L., and Stuckless, E.R. (Eds.) Guide to College/Career Programs for Deaf Students, Revised 1975 Edition. Gallaudet College M.T.I.D., 1975. CEASD, 1973.

APPENDIX A

Descriptions of Basic Support Services from

Principles Basic to the Establishment and Operation

of Postsecondary Education for Deaf Students

by

the Conference of Executives of American Schools for the Deaf, 1973

Basic services follow:

1. Special classes for deaf students. This is defined as credit-bearing classes specifically for the deaf student as part of his program of study. While in many institutions the major portion of the deaf student's program of study may be in regular courses with hearing peers, there should be particular curricula designed specifically for the deaf student and his needs. It should be recognized that such offerings are an integral part of the student's program, and as such warrant credit. Normally, these classes should be developed and coordinated by a member of the program staff.

   By the same token, some deaf students may have no need for a particular special class.

2. Tutoring. Where deaf students are sharing classes with hearing peers, individual tutoring support beyond that planned for hearing classmates, should be readily available to the deaf students.

3. Interpreting. Unless the instructor of the class in which the deaf student is enrolled incorporates manual communication fully into his instruction, or unless the deaf student is fully able to participate in the class independently, a qualified interpreter, skilled in both expressive and reverse interpreting, should be present at every class meeting. It also desirable, although not always possible, that the interpreter have knowledge of the subject for which he is interpreting.

4. Notetaking. The program should arrange to have present at each class in which hearing students take notes, a notetaker to prepare good notes for the deaf student. One alternative is to tape record and later transcribe into notes that can be used by the deaf student. The importance of the service is to provide clear, detailed documentation of the class content for future reference by the deaf student.

5. Vocational counseling. Generally offered by the program staff, counseling and other career development services should be specially designed and implemented as an ongoing program service to every deaf student.

6. Personal and social services. Counseling and other related services should be specially designed around the developmental needs of the deaf student. It is desirable also that in addition to the provision of opportunities to participate fully in regular student affairs, deaf students receive support in achieving self-identity as deaf people if they choose through their own student groups, dramatics, etc.

7. Vocational placement. Program emphasis should be given to vocational placement and follow-up. There is general recognition that many skilled deaf people are underemployed. It is less well recognized that unemployment among employable deaf adults runs as high as 21 percent. Assistance to the deaf graduate of the institution in locating satisfactory employment is vital, and as such merits special attention.

8. Speech and hearing services. Sometimes given only casual attention, speech and hearing services should be considered basic to a postsecondary program. Whether offered within the program or elsewhere in the institution or community, accurate and reliable diagnoses of the speech and hearing skills and potential of every entering deaf student should be obtained, and if indicated by qualified persons, clinical services rendered to each deaf student on an ongoing basis.

9. Communication training for deaf students. Deaf students entering the institution will vary considerably in their skills at expressing and receiving language through manual communication. It is likely that all will profit from instruction, varying from basic signs through technical signs useful in their particular programs of study. Whether optional or required, one or more courses in manual communication should be routinely available to deaf students.

10. Communication training for instructors. Those instructors who will depend upon interpreters to relay information to and from deaf students in their classes should be oriented to features of manual communication as a minimum. Those expected to incorporate manual communication into their own instruction should participate intensively in training activities scheduled for them. Other aspects of communicating with the deaf should also be included, e.g. basic techniques for helping the student speechread more effectively.

11. Supervised housing. Of all the basic services, this is probably the most variable, and probably the most difficult to deal with as a principle. Some programs draw deaf students from the immediate locale, and these students reside at home. Some, where the institution does not provide its own housing, depend upon the local community to accommodate non-commuting deaf students. Still others avail themselves of on-campus housing.

    Historically, most postsecondary institutions assumed a measure of responsibility for supervising the living styles of non-commuting students. This responsibility has recently been severely challenged.

    While every postsecondary institution subscribes to the concept of fostering independence among its students, the deaf student is often not equipped, in late adolescence, for coping independently with his environment. At very least the institution and program in which the non-commuting student enrolls should specify its responsibility and authority for supervising housing for deaf students. More positively it should state how its services support the student's personal/social growth toward mature, responsible independence.

APPENDIX B

Information on Programs Visited

from

A Guide to College/Career Programs for Deaf Students

Revised 1975 Edition

Rawlings, B. et. al. Eds., 1975

(Nine of the eleven programs visited are included in the Guide).

GOLDEN WEST COLLEGE
Hearing Impaired Program & Disabled Student Services
Huntington Beach, California

Program Director: Paul M. Culton, Chairman

For information contact: Paul M. Culton, Chairman
15744 Golden West Street
Huntington Beach, California 92647
Telephone: 714-892-7711 extension 621

Program established: 1970

Major emphasis: Technical/Vocational and Liberal Arts

Full-time enrollment: Total—4,730
Deaf— 61 (45 additional part-time students)
(Percentage of deaf students from outside the state—2%)

Annual costs:

	State Residents	Out-of-State Residents
Tuition	None	$31/unit
Other Student Fees	$7/semester	7/semester

Type of institution: Public, Community College District

Accreditations: Western Association of Schools & Colleges

Degrees awarded to date to deaf students: 2 Certificate/Diplomas
34 Associate Degrees

Degrees awarded in 1975 to deaf students: 1 Certificate/Diploma
17 Associate Degrees

Preparatory activities:

Preparatory program is available but scope of activities and hours of attendance are not reported.

Special services:

Yes—*Special classes for deaf students*
Yes—*Interpreters in regular classes*
Yes—*Tutoring services*
Yes—*Notetaking services*
Yes—*Vocational development services*
*__No__ —*Manual communication training for deaf students*
Yes—*Manual communication training for instructors*
Yes—*Personal counseling services*
Yes—*Social/cultural activities*
Yes—*Vocational placement services*
Yes—*Speech & Hearing services*
No —*Supervised housing*

*Available but not required.

Major areas of study of deaf students during the 1974-75 academic year:

Accounting(1)
Audio-Visual(1)
Baking(1)*
Carpentry(1)
Computer(3)
Dental Technology(3)
Drafting(4)
General Interest(38)
Graphics(5)
Graphics/Art Design(3)
High School Diploma(2)
Instructional Aide(3)
Liberal Arts(44)
Manufacturing Technology(2)
Medical Technician(1)
Office Technician(4)
Power Sewing(1)
Surveying(1)
Tailoring(1)
Undecided(26)

LOS ANGELES PIERCE COLLEGE
Special Services
Woodland Hills, California

Program Director: Margaret Y. De Nevers, Director

For information contact: Margaret Y. De Nevers, Director
6201 Winnetka Avenue
Woodland Hills, California 91364
Telephone: 213-347-5551 extension 208

Program established: 1974

Major emphasis: Liberal Arts and Technical Vocational

Full-time enrollment: Total—20,584
Deaf— 29 (23 additional part-time students)
(Percentage of deaf students from outside the state—0%)

Annual costs:

	State Residents	Out-of-State Residents
Tuition	None	$34/unit
Other Student Fees	$2-6	2-6

Type of institution: Public, Community College District

Accreditations: Western Association of Schools & Colleges
National League of Nursing

Degrees awarded to date to deaf students: None

Degrees awarded in 1975 to deaf students: None

Preparatory activities:

An optional preparatory program is available and students attend for 3-21 clock hours per week for 1 semester to 4 semesters, depending on the need.

The program includes courses in reading-English, personal & vocational planning and mathematics.

Special services:

Yes—*Special classes for deaf students*
Yes—*Interpreters in regular classes*
Yes—*Tutoring services*
Yes—*Notetaking services*
Yes—*Vocational development services*
Yes—*Manual communication training for deaf students*
Yes—*Manual communication training for instructors*
Yes—*Personal counseling services*
Yes—*Social/cultural activities*
Yes—*Vocational placement services*
Yes—*Speech & Hearing services*
No —*Supervised housing*

Major areas of study of deaf students during the 1974-75 academic year:

Information not reported.

PASADENA CITY COLLEGE
Hearing Impaired Program
Pasadena, California

Program Director: Lucille V. Miller, Coordinator

For information contact: Lucille V. Miller, Coordinator
1570 East Colorado Boulevard
Pasadena, California 91106
Telephone: 213-578-7488

Program established: 1972

Major emphasis: Liberal Arts and Technical Vocational

Full-time enrollment: Total –12,000
Deaf— 30 (10 additional part-time students)
(Percentage of deaf students from outside the state—5%)

Annual costs:

	State Residents	Out-of-State Residents	Foreign Residents
Tuition	None	$570/semester	$210/semester

Type of institution: Public, County/City governed

Accreditations: Western Association of Schools & Colleges

Degrees awarded to date to deaf students: 2 Certificate/Diplomas
3 Associate Degrees

Degrees awarded in 1975 to deaf students: 1 Certificate/Diploma
1 Associate Degree

Preparatory activities:

Preparatory program is available and the students may attend for 8 to 12 clock hours.

Topics covered in the program are reading improvement, writing skills, computational skills and social relations.

Special services:

Yes—*Special classes for deaf students*
Yes—*Interpreters in regular classes*
Yes—*Tutoring services*
Yes—*Notetaking services*
Yes—*Vocational development services*
Yes—*Manual communication training for deaf students*
Yes—*Manual communication training for instructors*
Yes—*Personal counseling services*
Yes—*Social/cultural activities*
Yes—*Vocational placement services*
Yes—*Speech & Hearing services*
No —*Supervised housing*

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Major areas of study of deaf students during the 1974-75 academic year:

Academic Transfer(3)
Art(2)
Auto Mechanics(3)
Bookkeeping-Accounting(2)
Clerical-Office Machines(3)
Dental Laboratory Technician(1)
Education Associate(2)
Food Service(1)
General Studies(14)
Library Technician(1)
Machine Shop(1)
Metal Processes(1)
Printing(2)
Sign Art(1)
Telecommunications(3)

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RIVERSIDE CITY COLLEGE
Program for the Deaf
Riverside, California

Program Director: William E. May, Coordinator

For information contact: William E. May, Coordinator
4800 Magnolia Avenue
Riverside, California 92506
Telephone: 714-684-3240

Program established: 1960

Major emphasis: Technical/Vocational

Full-time enrollment: Total—4,857
Deaf— 24 (2 additional part-time students)
(Percentage of deaf students from outside the state—0%)

Annual costs:

	State Residents	Out-of-State Residents
Tuition	None	$30/unit
Other Student Fees	$4	4

Type of institution: Public, County/City governed

Accreditations: Western Association of Schools & Colleges

Degrees awarded to date to deaf students: 2 Certificate/Diplomas
46 Associate Degrees

Degrees awarded in 1975 to deaf students: 1 Certificate/Diploma
2 Associate Degrees

Preparatory activities:

Preparatory program is available and students concentrate on academic classes offered in the separate classes taught by the Total Communications method with one or two electives available. This is normally a one-year course to bring the student's academic achievement up to freshman qualification standards.

Special services:

Yes—*Special classes for deaf students*
Yes—*Interpreters in regular classes*
Yes—*Tutoring services*
Yes—*Notetaking services*
No —*Vocational development services*
Yes—*Manual communication training for deaf students*
No —*Manual communication training for instructors*
Yes—*Personal counseling services*
Yes—*Social/cultural activities*
No —*Vocational placement services*
No —*Speech & Hearing services*
No —*Supervised housing*

Major areas of study of deaf students during the 1974-75 academic year:*

Automotive Technology
Business-General
Data Processing
Electronics
Instructional Aide
Resident Counselor
Secretarial
Transfer Program

*Number of students in each major not reported.

VALLEY VOCATIONAL ADULT SCHOOL
Deaf Program
Industry, California

Program Director: Jean VanKeuren, Coordinator

For information contact: Jean VanKeuren, Coordinator
15359 East Proctor
City of Industry, California 91744
Telephone: 213-968-4638
TTY: 213-333-4016

Program established: 1970

Major emphasis: Technical/Vocational

Full-time enrollment: Total—10,000
Deaf— 102
(Percentage of deaf students from outside the state—3%)

Annual costs:

	State & Out-of-State Residents
Tuition	$5
Other Student Fees	2

Type of institution: Public, State governed

Accreditations: Western Association of Schools & Colleges

Degrees awarded to date to deaf students: 300 Certificate/Diplomas

Degrees awarded in 1975 to deaf students: 38 Certificate/Diplomas

Preparatory activities:

Preparatory program is available and students attend for 3 clock hours.

This is a remedial reading program.

Special services:

No —*Special classes for deaf students*
Yes—*Interpreters in regular classes*
Yes—*Tutoring services*
No —*Notetaking services*
Yes—*Vocational development services*
Yes—*Manual communication training for deaf students*
Yes—*Manual communication training for instructors*
Yes—*Personal counseling services*
No —*Social/cultural activities*
Yes—*Vocational placement services*
No —*Speech & Hearing services*
No —*Supervised housing*

Major areas of study of deaf students during the 1974-75 academic year:

Auto Body Repair(8)
Auto Mechanics(4)
Brake & Wheel Alignment(4)
Bookkeeping & Business Machines(8)
Clerical(3)
Key Punch(18)
Landscape Gardening(12)
Motorcycle Repair(2)
Nurses' Aide(6)
Power Sewing(10)
Typing(10)
Upholstery(10)
Welding(7)

ST. PAUL TECHNICAL VOCATIONAL INSTITUTE
Program for Deaf Students
St. Paul, Minnesota

Program Director: Robert Lauritsen, Director

For information contact: Roger Reddan, Counselor
235 Marshall Avenue
St. Paul, Minnesota 55102
Telephone: 612-227-9121 extension 281

Program established: 1969

Major emphasis: Technical/Vocational

Full-time enrollment: Total—2,000
Deaf— 110 (10 additional part-time students)
Percentage of deaf students from outside the state—92%)

Annual costs:

	State & Out-of-State Residents
Tuition*	$ 870
Other Student Fees	125
Room & Board	1,800
Application Fees	10

*Minnesota residents under age 21 do not pay tuition.

Type of institution: Public, City governed

Accreditations: Minnesota Department of Education

Degrees awarded to date to deaf students: 314 Diplomas

Degrees awarded in 1975 to deaf students: 61 Diplomas

Preparatory activities:

Preparatory program is available and students attend for 360 clock hours (12 weeks).

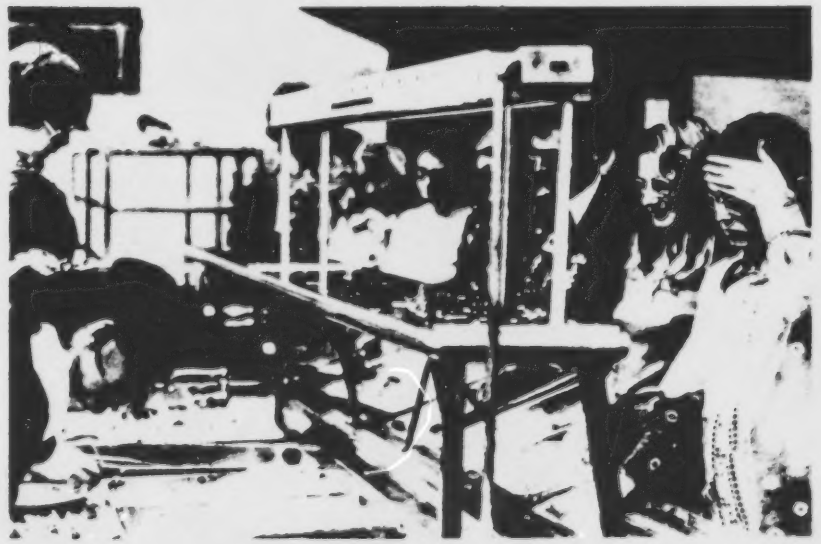
The program is designed to provide the students with further academic studies and vocational exploration which are directly related to major vocational technical programs offered. Courses are offered in Communications, Math, Personal Management, Occupational Information, Vocational Exploration, Family Management & Health, and Formulas.

Special services:

Yes—*Special classes for deaf students*
Yes—*Interpreters in regular classes*
Yes—*Tutoring services*
Yes—*Notetaking services*
Yes—*Vocational development services*
Yes—*Manual communication training for deaf students*
Yes—*Manual communication training for instructors*
Yes—*Personal counseling services*
Yes—*Social/cultural activities*
Yes—*Vocational placement services*
Yes—*Speech & Hearing services*
Yes—*Supervised housing*

Major areas of study of deaf students during the 1974-75 academic year:

Apparel Arts(2)
Auto Body(3)
Auto Mechanics(1)
Cabinetmaking(6)
Cafeteria Service Work(1)
Carpentry(1)
Dental Technician(3)
Design Technology(3)
Electro-Mechanical Technology(2)
General Office Practice(14)
Graphic Arts(12)
Hotel & Restaurant Cook(1)
Janitorial Sciences(1)
Keypunch(3)
Licensed Practical Nurse(1)
Machine Tool Processes(18)
Medical Laboratory Assistant(2)
Optical Technician(3)
Painting & Decorating(2)
Photography(1)
Production Art(1)
Public Administration(1)
Sheetmetal(1)
Tool & Die(2)
Welding(6)



COMMUNITY COLLEGE OF PHILADELPHIA
Program for Hearing Impaired Students
Philadelphia, Pennsylvania

Program Director: Aram L. Terzian, Director of Services to Handicapped Students

For information contact: Aram L. Terzian, Director of Services to Handicapped Students
34 South 11th Street
Philadelphia, Pennsylvania 19107
Telephone/TTY: 215-209-1291

Program established: 1972

Major emphasis: Technical/Vocational

Full-time enrollment: Total—4,200
Deaf— 12 (2 additional part-time students)
(Percentage of deaf students from outside the state—0%)

Annual costs:

	State Residents	Out-of-State Residents
Tuition	$450	$1,350
Other Student Fees	34	34
Application Fees	10	10

Type of institution: Public, County/City governed

Accreditations: Middle States Association of Colleges & Secondary Schools

Degrees awarded to date to deaf students: 1 Associate Degree

Degrees awarded in 1975 to deaf students: None

Preparatory activities:

There are no preparatory activities coordinated by the program for the deaf.

Special services:

No —*Special classes for deaf students*
Yes—*Interpreters in regular classes*
Yes—*Tutoring services*
Yes—*Notetaking services*
Yes—*Vocational development services*
Yes—*Manual communication training for deaf students*
No —*Manual communication training for instructors*
Yes—*Personal counseling services*
No —*Social/cultural activities*
***No** —*Vocational placement services*
No —*Speech & Hearing services*
No —*Supervised housing*

*Part of general college service

Major areas of study of deaf students during the 1974-75 academic year:

Accounting(2)
Arts & Science(2)
Data Processing(1)
Developmental Education(7)
Library Technology(1)
Mental Health/Social Service(1)

EASTFIELD COLLEGE
Services for Handicapped Students
Mesquite, Texas

Program Director: Elizabeth Fetter, Coordinator

For information contact: Elizabeth Fetter, Coordinator
3737 Motley Drive
Mesquite, Texas 75149
Telephone: 214-746-3247

Program established: 1972

Major emphasis: Technical/Vocational

Full-time enrollment: Total—2,917
Deaf— 10 (2 additional part-time students)
(Percentage of deaf students from outside the state—0%)

Annual costs:

	District Residents	State Residents	Out-of-State Residents
Tuition	$75/12 hours	$208/12 hours	$480/12 hours

Type of institution: Public, County/City governed

Accreditations: Southern Association of Colleges & Schools

Degrees awarded to date to deaf students: 4 Certificate/Diplomas
3 Associate Degrees

Degrees awarded in 1975 to deaf students: 2 Associate Degrees

Preparatory activities:

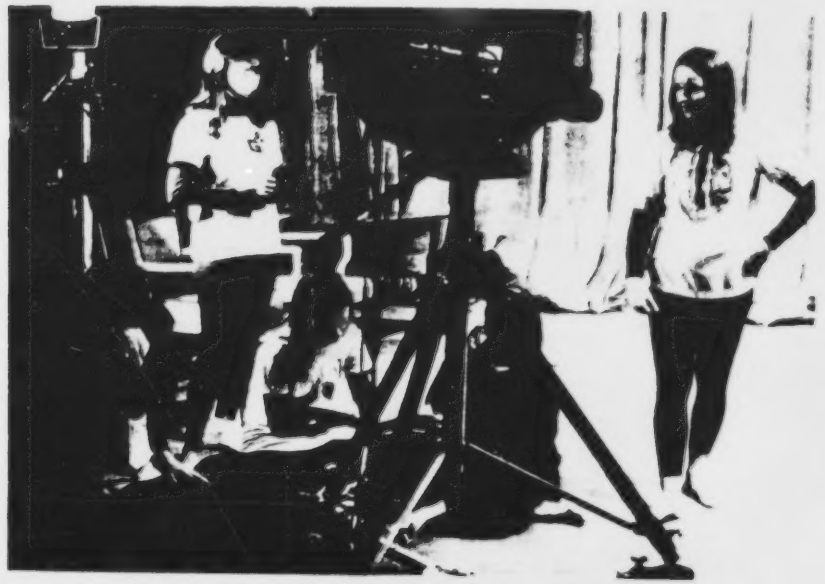
An orientation program is available and students attend for 9 clock hours per week.

Special services:

Yes—*Special classes for deaf students*
Yes—*Interpreters in regular classes*
Yes—*Tutoring services*
Yes—*Notetaking services*
Yes—*Vocational development services*
Yes—*Manual communication training for deaf students*
Yes—*Manual communication training for instructors*
Yes—*Personal counseling services*
Yes—*Social/cultural activities*
Yes—*Vocational placement services*
No —*Speech & Hearing services*
No —*Supervised housing*

Major areas of study of deaf students during the 1974-75 academic year:

Arts & Science(1)
Auto Mechanics(1)
Business(1)
Computer Programming(1)
Developmental Studies(3)
Graphic Arts(1)
Physical Education(1)
Training Paraprofessional with Deaf(1)



TARRANT COUNTY JUNIOR COLLEGE DISTRICT
Service Center for Opportunities to Overcome Problems
Fort Worth, Texas

Program Director: Joan Fernandes, Director

For information contact:
Joan Fernandes, Director
828 Harwood Road
Hurst, Texas 76053
Telephone: 817-281-7860

Program established: 1971

Major emphasis: Technical/Vocational

Full-time enrollment:
Total—15,666
Deaf— 11 (5 additional part-time students)
(Percentage of deaf students from outside the state—0%)

Annual costs:

	Local Residents*	State Residents*	Out-of-State Residents
Tuition	$4/hour	$7/hour	$40/hour
Other Student Fees	1/hour	1/hour	1/hour
Application Fees	5	5	5

*Upon certification of the appropriate state vocational rehabilitation agency, tuition fees may be waived.

Type of institution: Public, County/City governed

Accreditations: Southern Association of Colleges & Schools, American Medical Association, American Dental Association

Degrees awarded to date to deaf students:
2 Certificate/Diplomas
3 Associate Degrees

Degrees awarded in 1975 to deaf students: 1 Associate Degree

Preparatory activities:

There are no preparatory activities coordinated by the program for the deaf.

Special services:

No —*Special classes for deaf students*
Yes—*Interpreters in regular classes*
Yes—*Tutoring services*
Yes—*Notetaking services*
Yes—*Vocational development services*
Yes—*Manual communication training for deaf students*
***Yes**—*Manual communication training for instructors*
Yes—*Personal counseling services*
Yes—*Social/cultural activities*
Yes—*Vocational placement services*
No —*Speech & Hearing services*
No —*Supervised housing*

*Not required

Major areas of study of deaf students during the 1974-75 academic year:

Accounting(1)
Data Processing(1)
Drafting & Design(2)
Media Technology(1)
Physical Education(1)
Secretarial(1)
Teacher Assistant(1)
Technical Illustration(1)
Undecided Majors(4)

APPENDIX C

Forms and Other In-House Documents Supplied by Programs for Deaf Students

Courtesy of Eastfield College, Services for Handicapped Students

INTERPRETERS SALARY INCREMENT REPORT

INTERPRETERS NAME: _____ TOTAL SCORE: _____

DATE: _____ PAY RATE: _____

PRIOR EXPERIENCE

1 Community
2 Classroom
3 College

EVALUATIONS

0 None
1 Local
2 State
3 Partial RID
4 RID CSC

EDUCATION

1 High School or CED
2 College Credits (30)
3 A.A. or equivalence
4 B.A. or equivalence

CLASSROOM HOURS

0 0-149
1 150-249
2 250-349
3 350-449
4 450 or more

ETHICS

0 None
1 Limited-very little knowledge
2 Fair-little knowledge and following
3 Average-good knowledge and following
4 Above Average-Excellent knowledge & following

COOPERATION

0 Never follows staff procedures
1 Sometimes follows staff procedures
2 Most of the time follows staff procedures
3 Conscientiously follows staff procedures

EXPRESSIVE INTERPRETING

1 Limited-one to one
2 Fair-Lab situation
3 Average-Most lecture
4 Above Average-Heavy lecture
5 Any situation

EXPRESSIVE TRANSLATING

1 Limited-one to one
2 Fair-Lab situation
3 Average-Most lecture
4 Above Average-Heavy lecture
5 Any situation

REVERSE SKILLS

1 Limited-very little understanding
2 Fair-understanding & then reversing
3 Average-Slow signed English or Ameslan-Simultaneous
4 Above Average-Normal speed-Simultaneous
5 Highly Skilled-Any speed or level

IN-SERVICE

0 None
1 2 approved workshops or in-service
2 4 approved workshops or in-service
3 6 approved workshops or in-service
1/2 for each additional approved workshops or in-services. At this time a maximum of 7 points will be considered for pay increment.

0-9	$3.50	14-17	$4.50	22-25	$5.50	31-38	$6.50	
10-13	$4.00	18-21	$5.00	26-30	$6.00	39	$7.00	plus 50¢ per year up to $8.50

Courtesy of Eastfield College, Services for Handicapped Students

GENERAL PROCEDURES

As an interpreter you are responsible for knowing the following code of ethics as outlined by the Registry of Interpreters for the Deaf.

CONFIDENTIALITY

Interpreters are expected to view all information from an interpreting situation as confidential.

CENSORING

Interpreters never have the right to censor what is said. Deaf and hearing persons should have equal access to the same information right down to the curse words.

APPEARANCE

The interpreter should be careful of personal appearance.

1. Men should avoid shaggy beards or moustaches.

2. Women should avoid heavy make-up, excessive jewelry, rings, bracelets or very long fingernails. Hair should be back off the face.

Here at Eastfield we will require that all interpreters wear a navy blue smock which can be purchased at a uniform shop. The purpose of these smocks will be to:

1. Provide a solid background for signing.

2. Reinforce the differentiation between you as a person and you as an interpreter.

WHAT IS EXPECTED OF AN INTERPRETER AT EASTFIELD

1. INTERPRETER ABSENCES: Interpreters are responsible for notifying the SHS office at least 24 hours in advance of any assignment they are unable to fill. 746-3297 (TTY or Voice)

2. STUDENT TARDY: Should a deaf student not show up at the beginning of the class the interpreter waits 15 minutes for a 1 hour class and 20 minutes for a 1 1/2 hour class. If the student calls us to inform us that he will be late the interpreter should remain in class until he or she arrives.

3. STUDENT NO SHOW: If a student does not show up for class without notification, the interpreter is to contact the office and complete a "NO SHOW" form. The interpreter will be paid for the class but should not return to the class until notified by the SHS Office.

4. ADDITIONAL SERVICE: If a deaf student or teacher requests additional services from the interpreter the deaf student should be referred to the SHS Office where the assignment will be made. It is not the responsibility of the interpreter to request special services. Any interpreting assignment that is not channeled through the SHS Office will not be paid for by the SHS Office.

5. PUNCTUALITY: Interpreters should be punctual. Always be in class on time or preferably a little early, especially on the first day of class or when subbing ... to introduce yourself to the instructor and student.

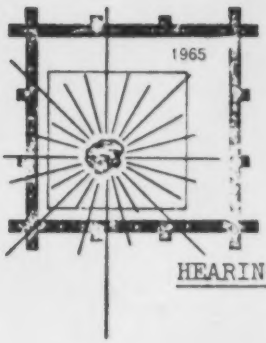
6. DELIVERY: The philosophy of Eastfield is total communication. When interpreting always mouth, without voice, the spoken words.

7. HANDLING QUESTIONS: Questions from the deaf student should always be directed to the teacher and questions from the teacher directed to the student. The function of the interpreter is to expressively and receptively transmit questions and NEVER answer the questions themselves.

8. PUBLIC RELATIONS: Because interpreters often serve as public relations persons for the office, it is important for interpreters to be considerate of those people who do not understand the needs of deaf people. Use those opportunities to educate them on deafness. You are an extension of the office and will be questioned frequently about the services. Be knowledgeable in the field of deafness and able to refer a person to the office appropriately. Resources you should be familiar with are:

FUNCTION	PROGRAM	NAMES	PHONE
Curriculum	TPD		
	Secretary		
Supportive Services	Services for Handicapped Students		
	Secretary		
Contracts Services	TRC		

9. TRAINING: The interpreters are encouraged to attend short term workshops. The purpose is to better equip the interpreter to meet the needs of every situation. For professional growth interpreters are strongly encouraged to join their professional organizations and to get involved in significant issues regarding the emerging professionalism of interpreting. Interpreters should seek certification as personal skills develop.



Courtesy of Golden West College, Hearing Impaired Program

10th Anniversary

A Decade of Service 1966-1976

HEARING IMPAIRED PROGRAM

Since Golden West College first opened its doors in September 1966, it has been reaching out to serve the entire community. In 1970, that sense of purpose led the College to welcome hearing impaired people to both its student body and its faculty, making Golden West a pioneer among colleges serving deaf students. Today there are more than 100 hearing impaired students in a total enrollment of over 20,000.

The Students. From the very beginning, deaf and hard of hearing students have taken an active and successful role in campus life. Many have earned places on the Dean's List, with a few even qualifying for scholarship awards based upon academic achievement and leadership. In addition, some hearing impaired students have won the acclaim of the student body of the entire College by getting themselves elected to student government and other positions. Others have distinguished themselves in varsity sports or in drama. And every year a number of Golden West hearing impaired students volunteer their services to schools and other agencies in the surrounding community.

The Silent Rustlers basketball team, made up of Golden West College deaf players, plays over twenty games each season and holds its own against teams with older and taller players, and which represent much larger organizations.

The Deaf Educational Activities Forum is an organization for hearing impaired students which concerns itself primarily with leadership development. The D.E.A.F. has been active in welcoming new deaf students to the campus and in forging links with other student organizations. The club is also involved in raising funds for a community interpreter service offered through the Greater Los Angeles Council on Deafness.

The Staff

The Advisory Committee of the Hearing Impaired Program began in the late 1960's when a group of educators, a rehabilitation counselor, an interpreter, several deaf citizens, and parents of hearing impaired teenagers urged Golden West College to establish one of the first locally supported community college programs for the deaf in United States history. The College responded with enthusiastic support, and the Hearing Impaired Program was born. The present Advisory Committee has the same general makeup as the original committee, including some of the original members.

The Chairman of the Hearing Impaired Program has the oversight of the entire operation of the program. His primary background is in teaching the deaf, but he is also qualified in interpreting and counseling. In addition to his teaching and supervisory duties for deaf and hard of hearing students, he also oversees reading and other services for blind students and helps to accommodate other disabled students on the campus. The Chairman represents the College in coordinating its efforts with other educational and service agencies that assist disabled people.

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The Guidance Specialist recruits, tests, and advises new students. He also provides personal, academic, and vocational counseling for all students. He acts as registrar for the program. In addition, he coordinates the academic advisement of students by the Educational Specialists and maintains student records. Liaison with the College's counseling staff is another of the Guidance Specialist's duties.

The Educational Specialists are fully credentialed teachers of the deaf who teach remedial courses in English, reading, personal development, and vocational planning for hearing handicapped students. They also work with other faculty in certain courses of the regular College curriculum and provide individual instruction where necessary for deaf students enrolled in regular classes. Since mainstreaming is part of the Program's philosophy, separate remedial courses for hearing impaired students have been limited to a minimum number. In addition to their teaching duties, Educational Specialists also perform other functions, such as supervising notetaker, tutorial, or speech therapy services, sponsoring student organizations, administering the weekly captioned films or the student loan program, providing information about deafness or about the Hearing Impaired Program to community groups and the general public, and assisting the College faculty and staff in serving hearing impaired students.

The Interpreters are the backbone of the Hearing Impaired Program. The Lead Interpreter coordinates services provided by two other full-time interpreters and fifteen to twenty part-time interpreters. In addition to their classroom duties, interpreters make phone calls for students, assist at student-teacher conferences, and facilitate communication for students with health services and all other college personnel. Interpreting services are also provided for certain educational and cultural events at the college, as well as some meetings attended by deaf and hard of hearing students. For the deaf community, the Golden West College interpreting staff cooperate with the Greater Los Angeles Council on Deafness to provide for off-campus needs of deaf people who cannot afford their own interpreters. This service also involves interpreters not employed at the College.

The other personnel of the Hearing Impaired Program include a full-time secretary and student clerical assistants, professional and volunteer tutors, and notetakers. Also graduate speech majors from a nearby university assist the Program's speech therapist.

Other Disability Groups

For the small number of blind students at Golden West College, reader services are provided, frequently with support from the California Department of Rehabilitation.

There are also a few orthopedically handicapped students on the Golden West campus. Architectural barriers are being removed with the advice and participation of the health services staff and the disabled students themselves. Orthopedically handicapped students are also actively involved helping students who belong to other disability groups.

In addition to the disability groups already mentioned, the Hearing Impaired Program has also served speech handicapped students and deaf-blind students.

Additional Services

A community referral service is offered. Deaf inquirers are given information about what community resources are available to serve their needs and how to take advantage of those resources. Callers may also ask for sources of information about any aspect of deafness or the deaf community. For information that can't be supplied directly, referrals are made to other sources.

Several financial aid programs are available to hearing impaired students at Golden West. First, there is a loan fund provided by the Hearing Impaired Program; the funds were raised by the students themselves, via plays, sales and other activities. There are also the Carl Ayling Scholarships and others donated by private citizens. And, of course, deaf students have access to all other aid programs that are open to students in general.

A TTY (a special teletype device) is available to permit deaf students to communicate by telephone without the intervention of an interpreter. For the hard of hearing students there is a telephone with a special amplifier built in.

KOCE-TV, the community's own educational television station (UHF channel 50 in Orange County) is located on the Golden West College campus. Through its close liaison with the Hearing Impaired Program, it provides captions on special TV programs and occasionally airs shows of special importance to people interested in deafness.

Each semester the college publishes The Nugget, a newsletter about the Hearing Impaired Program, its students, and their activities. Any interested party, upon notifying the H.I.P., will be placed on the subscription list, free of charge.

These and other services are provided by Golden West College and the Hearing Impaired Program. More information may be obtained from

Paul M. Culton, Chairman
Hearing Impaired Program
Golden West College
15744 Golden West Street
Huntington Beach, CA 92647
Phones 714/892-7711, x 621 (voice)
714/892-7854 (TTY).

Courtesy of Golden West College,
Hearing Impaired Program

LEARNING SKILLS 040
STUDY SKILLS

Learning Skills 040, Study Skills, is an open-ended class permitting students to begin at any time, provided enough days to complete a worthwhile amount of work remain in the semester. After one introductory orientation session with an instructor (group meetings are held the first two days of the semester and individual appointments thereafter), students work independently in an open lab under the direct supervision of a 40 hour per week paraprofessional instructional associate and under the indirect supervision of the instructor. They attend at their convenience a minimum of 3 hours per week, completing no more than one lesson per day. Students may enroll for any number of units (non-transferrable) from 1/2 to 2 in half unit increments. If a student enrolls for 2 units, he must attend a minimum of 4 hours (distributed over 4 days) per week. Students who register later in the semester may not enroll for the maximum number of units and may have to attend more than the minimum number of hours (but never more than 5 per week--one per day) depending upon the time remaining in the semester. Each 1/2 unit of credit requires a minimum of 12 attendance hours plus completion of individually prescribed objectives (see attached contracts and objectives). Although the student may enroll for more than 1/2 unit, he contracts for only 1/2 unit of work at a time; thus, each 1/2 unit of work requires approximately 12 days to complete. All students contract for the same first 1/2 unit (Contract #1 attached). After that, and for additonal units, each student selects what he wishes from the remaining lessons (Contract #2, 3, 4 attached). The Study Skills course offers the student the option of either a letter grade or credit/no credit.

Paperwork for each lesson (although the student pretty much knows how well he has done as he progresses through a lesson) is scored at the end of each day and is available for collection by 8:00 a.m. the next morning. Students do not continue to a succeeding lesson until they have corrected their work and received a satisfactory score: therefore, the 12-hours-per-half-unit requirement is only approximate.

Although there is no prerequisite to this course, students whose reading abilities are much below the tenth grade level will usually experience considerable difficuty, especially since most of the sample materials used are selected from college textbooks. In this case, these students are counseled out of Study Skills and into a reading class.

Approximately 90 percent of the instruction in Study Skills is offered via an audio-visual learning system (tapes, slides, handouts, etc.). Most materials used in this course are "home-made" and not available for purchase. A listing of all equipment and materials is enclosed in the information packet.

COURSE DESCRIPTION

Learning Skills 040 STUDY SKILLS 1/2 - 2 Units

A course designed to help the student develop individual competency in (1) studying college textbooks; (2) note-taking; (3) exam-taking; (4) efficient time management; and (5) critical listening. Lectures, demonstrations, and exercises are integrated into an audio-visual learning system. The student must attend a minimum of three hours per week (maximum five) and satisfactorily complete all objectives required for the number of units he enrolls in. Successful completion of 12 hours of course work equals 1/2 unit of credit. Enrollment open all semester. Students beginning later in the semester will not be eligible for the maximum number of units. Those enrolling for fewer than two units will complete the course in less than a semester. May be repeated for credit until a maximum of two units is reached. Optional credit/no credit or grade.

STUDY SKILLS OBJECTIVES

Courtesy of Golden West College, Hearing Impaired Program

500B

PROGRAM PLANNING/ORIENTATION

Given several group orientation sessions from which to choose or a taped orientation session or an individual orientation appointment with the instructor, the student will, before beginning any portion of the study skills program: (1) complete at least one of the types of orientations in which he receives information regarding the organization, operation, and requirements of the course, and (2) fill out his first contract specifying the work he will complete and the conditions under which it will be completed. In the case of the group orientation, the student will attend at one of the hours indicated in the schedule of classes. In the case of the taped orientation, the student will listen to the tape in the Learning Skills Center. In the case of the individual orientation with the instructor, the student will sign up for and attend a 30-minute conference at any open hour on the instructor's schedule. (The only grade possible on this objective is an A.)

400A U-1-T-1A

INTRODUCTION TO TERMS

Having been given a tape program, a set of slides, a notebook, and a Study Guide to illustrate and explain various terms and textbook parts, the student will (1) listen to the program, (2) participate in the practice, and (3) submit at the end of the lesson the Study Guide with a minimum of 80 percent of the correct information inserted.

400B U-1-T-1

SURVEY

Having been given a tape program, a set of slides, a notebook and a Study Guide to illustrate and explain the use of SURVEY techniques in reading and in the SPQ3R reading system and to provide practice in the use of SURVEY, the student will (1) listen to the program, (2) participate in the practice, and (3) submit at the end of the lesson the Study Guide with a minimum of 80 percent of the correct information inserted.

401. U-1-T-2

SURVEY - (Supplementary)

Having been given a tape program, a notebook, and 2 handouts to provide review and practice of SURVEY techniques, the student will (1) listen to the program, (2) participate in the practice covered on the tape and in the notebook, and (3) submit at the end of the lesson the two handouts with a minimum of 80 percent of the correct information inserted and/or marked.

402. U-1-T-3

PURPOSE

Given a tape program, a set of slides and a Study Guide to explain and illustrate the PURPOSE step in the SPQ3R reading system, the student will (1) listen to the program, (2) examine the illustrations, and (3) submit at the end of the lesson the Study Guide with a minimum of 70 percent of the correct information inserted.

403.

U-1-T-4

QUESTION

Given a tape program, a set of slides, a notebook, a handout, and a Study Guide to explain and illustrate the QUESTION step in the SPQ3R reading system and the use of the questioning technique in reading; the student will (1) listen to the program; (2) examine the illustrations; (3) participate in the exercises provided in the lesson; (4) submit at the end of the lesson the article accompanying the notebook to which he has added his own questions based on the title, the sub-title, the introduction, and each of the headings; and (5) submit at the end of the lesson the Study Guide with a minimum of 70 percent of the correct information inserted.

404.

U-1-T-5A

REVIEW OF S, P, and Q

Given a tape program, a handout article with all headings omitted, and a notebook to provide a review of the S, P, and Q steps of the SPQ3R reading system and to provide practice in the use of these steps, the student will (1) listen to the program, (2) participate in the practice, and (3) submit at the end of the lesson the handout article with 100 percent of the headings correctly inserted. (The only grade possible is an A.)

405.

U-1-T-5B

3 R's--READ, RECITE, REVIEW

Given a tape program, a set of slides, a notebook, and a Study Guide to explain and illustrate the use of the 3 R's in the SPQ3R reading system, the student will (1) listen to the program, (2) examine the illustrations, and (3) submit at the end of the lesson the Study Guide with a minimum of 70 percent of the correct information inserted.

406.

U-1-T-6

REVIEW OF SPQ3R

Given a tape program, a set of slides, a handout article, and a Study Guide to provide a review of and practice in the use of the SPQ3R reading system, the student will (1) listen to the program, (2) participate in the practice, (3) examine the illustrations, and (4) submit at the end of the lesson the Study Guide with a minimum of 70 percent of the correct information inserted.

407.

U-1-T-7

PRACTICE OF SPQ3R

Given a tape program and a handout article to provide a review of and practice in the use of the SPQ3R reading system, the student will (1) listen to the program, (2) participate in the exercises covered in the lesson, and (3) submit at the end of the lesson a "Statement of Completion" which is explained on the tape. (The only grade possible is an A.)

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408.

U-1-T-8

FINAL QUIZ ON SPQ3R

Having had instruction and at least two demonstration sessions in the use of the SPQ3R system and having received a handout test including 16 questions and 2 articles, each containing no more than 1,500 words, the student will demonstrate his understanding of and his ability to apply all of the steps of the SPQ3R system by: (1) indicating in writing what each letter of the system stands for; (2) marking on one of the articles all of the portions of that article to which he would apply the S step; (3) answering 12 short-answer questions pertaining to the system and its use; (4) writing at least 3 acceptable Q's and placing them in the appropriate positions on one of the articles; and (5) labeling each indicated part of one of the articles (titles, subtitles, headings, types of print used, etc.) The student will have 50 minutes in the classroom to complete this work without the aid of any references or materials and will receive a minimum score of 75 percent.

409.

HOW TO PREVIEW A BOOK U-8-T-1

Given a tape program, a set of slides, a notebook, and a Study Guide to explain and illustrate the techniques of surveying a whole book (particularly for study purposes), the student will (1) listen to the program, (2) examine the samples given, and (3) submit at the end of the lesson the Study Guide with a minimum of 70 percent of the correct information inserted.

410. U-8-T-2

QUIZ ON BOOK PREVIEW

Having had instruction in the surveying of a book, the student will be given: (1) a typical textbook selected by the instructor, (2) a handout test including 40 to 45 questions pertaining to information and the location of information in the given text and texts in general, and (3) a series of pages taken from textbooks but without their headings. The student will demonstrate his understanding of the methods of surveying a textbook and his ability to locate and identify information and book parts by: (1) answering the questions given him (this requires knowledge of where to find specific information in a textbook), and (2) identifying the unlabeled pages as to which part of a book they represent. The questions will require the ability to identify, locate and use the following parts of a typical text: (1) cover, (2) flyleaves, (3) title page, (4) copyright page, (5) dedication page, (6) Table of Contents, (7) introduction and/or preface and/or forward, (8) bibliography, (9) note pages, (10) index, (11) glossary, (12) appendix/appendices, (13) individual chapters, and (14) individual chapter parts. The student will have 50 minutes in the classroom to complete this work without the aid of any references or materials and will receive a minimum score of 75 percent.

412.

U-3-T-1

MINI-CUE (INTRODUCTION)

Given a tape program, a notebook, and a handout article to explain and illustrate the use of the mini-cue pattern and to provide practice in developing mini-cues, the student will (1) listen to the program, (2) participate in the practice, (3) examine the samples, and (4) at the end of the lesson submit: (a) the article with a minimum of 3 acceptable questions written in the appropriate space and (b) an acceptable mini-cue pattern indicating the organizational structure of the material, all major divisions, and at least 75 percent of the major supporting points.

413.

U-3-T-2

MINI-CUE (THEORY)

Given a tape program, a Study Guide, a notebook, and the corrected assignment from the previous lesson for the purpose of (1) explaining reasons for using mini-cues, (2) explaining benefits to be derived from their use, and (3) examining various types of patterns; the student will (1) listen to the program, (2) examine the examples, and (3) submit at the end of the lesson the Study Guide with a minimum of 70 percent of the correct information inserted.

414.

U-3-T-3

MINI-CUE (PRACTICE)

Given a tape program, a notebook, and a handout article to provide practice in the development of mini-cue patterns, the student will (1) listen to the program, (2) participate in the practice, (3) examine the samples, and (4) submit 2 items: (a) the article with a minimum of 2 acceptable questions written in the appropriate space and (b) an acceptable mini-cue pattern indicating the organizational structure of the material, all major divisions, and at least 75 percent of the major supporting points.

415.

U-3-T-4

MINI-CUE (PRACTICE)

Given a tape program and a handout article to provide practice in the development of mini-cue patterns, the student will (1) listen to the program, (2) participate in the practice, and (3) submit 2 items: (a) the article with a minimum of one acceptable question written in the margin next to the title, the introduction, and each heading and (b) an acceptable mini-cue pattern indicating the organizational structure of the material, all major divisions, and at least 75 percent of all major supporting points.

416.

U-3-T-5

MINI-CUE FINAL TEST

Having received instruction and at least two demonstration/practice sessions in the use of mini-cue patterns, the student will present evidence that indicates his ability to utilize the mini-cue pattern. Acceptable evidence will consist of completing one of two options: OPTION 1 - The student will present 5 acceptable mini-cue patterns based on textbooks or lectures (except math or study skills) of his own choosing; in the case of a textbook, each mini-cue should cover 5 pages of the text (25 pages for the 5 patterns) and the exercise may be completed in an untimed situation out of class; the student should indicate the name of the text and the pages covered in each of the mini-cues; in the case of the lectures, the student should develop one mini-cue per lecture, for a total of 5; the student should indicate what class or lecture each mini-cue is based on and the date of each lecture. OPTION 2 - The instructor will supply a 1,500-word selection which the student has not seen in advance and on which he has 50 minutes in the classroom to develop an acceptable mini-cue pattern. In both of the above options, an "acceptable mini-cue pattern" is one which indicates the organizational structure of the material, all major divisions and at least 75 percent of all major supporting points.

417.

U-4-T-1

REVIEWING FOR EXAMS

Given a tape program, a set of slides, a notebook, and a Study Guide to explain and illustrate the theory and techniques of reviewing for exams, the student will (1) listen to the program, (2) examine the illustrations, and (3) submit at the end of the lesson the Study Guide with a minimum of 70% of the correct information inserted.

418.

U-4-T-2

HOW TO TAKE ESSAY EXAMS

Given a tape program, a set of slides, a notebook, and a Study Guide to explain and illustrate the theory and techniques of taking essay exams, the student will (1) listen to the program, (2) examine the illustrations, and (3) submit at the end of the lesson the Study Guide with a minimum of 70 percent of the correct information inserted.

419.

U-4-T-3

HOW TO TAKE OBJECTIVE EXAMS

Given a tape program, a set of slides, a notebook, and a Study Guide to explain and illustrate the theory and techniques of taking objective examinations and to provide practice in locating key words (qualifiers) in objective questions, the student will (1) listen to the program, (2) examine the illustrations, (3) participate in the practice, and (4) submit 2 items: (a) the sample exam from his practice with the key words in each question underlined and the questions answered, and (b) the Study Guide with a minimum of 70 percent of the correct information inserted.

OVER

420.

U-5-T-1

HOW TO UNDERLINE TEXTBOOKS

Given a tape program, a notebook, a Study Guide, and a set of handouts to explain and illustrate textbook underlining and noting techniques and to provide practice in these methods, the student will (1) listen to the program, (2) participate in the practice, (3) examine the samples, and (4) submit at the end of the lesson: (a) the Study Guide with a minimum of 70 percent of the correct information inserted, and (b) the set of 5 passages marked and noted with 80 percent accuracy according to directions given on the tape.

421.

U-5-T-2

HOW TO UNDERLINE TEXTBOOKS

Given a tape program, a notebook and a handout article to provide practice in underlining and noting a full-length textbook selection, the student will (1) listen to the program, (2) participate in the practice, (3) examine the samples, and (4) at the end of the lesson submit, according to directions given on the tape and in the previous lesson, the article with 80 percent of all necessary markings and notations inserted.

422.

U-5-T-3

HOW TO UNDERLINE TEXTBOOKS

Given a tape program, a notebook, and a handout article to provide practice in underlining and noting a full-length textbook selection, the student will (1) listen to the program, (2) participate in the practice, (3) examine the samples, and (4) at the end of the lesson submit, according to directions given on the tape and in previous lessons, the article with: (a) a minimum of 3 acceptable questions written in at the top of the first page and (b) 80 percent of all necessary markings and notations inserted.

423.

HOW TO UNDERLINE TEXTBOOKS (FINAL)

Having received instruction and at least two demonstration/application sessions in the techniques of locating and underlining major ideas and support and using marginal notations, the student will present evidence of acceptable underlining and marginal noting on at least 5 pages of a textbook of his choosing (excluding math); the student may do this exercise in an untimed situation out of class. "Acceptable underlining and marginal noting" means that which follows principles established in previous lessons over at least 80 percent of the material and which results in the location of at least 80 percent of the major ideas and major supporting points in the selection. If a student wishes, the instructor will supply a 1,500-word selection in lieu of the student's own textbook chapter; in this case, the student will have 50 minutes to do the underlining and marginal noting in the classroom; the same standards as above must be achieved.

424.

U-5-T-4

OTHER WAYS TO MARK TEXTBOOKS

Given a tape program, a notebook, and a Study Guide to explain and illustrate techniques (other than underlining) for marking textbooks, the student will (1) listen to the program, (2) examine the examples, and (3) submit at the end of the lesson the Study Guide with a minimum of percent of the correct information inserted.

425.

U-5-T-5

OTHER WAYS TO MARK TEXTBOOKS

Given a tape program, a notebook, and a handout article to explain and illustrate one textbook marking technique, to review all marking techniques covered in this unit, and to provide practice in marking a full-length textbook selection; the student will (1) listen to the program, (2) examine the examples, (3) participate in the practice, and (4) at the end of the lesson submit, according to directions given on the tape (including little if any underlining) the article with (a) a minimum of 3 acceptable questions written in at the top of the first page and (b) 80 percent of all necessary markings and notations inserted.

426.

U-5-T-6

OTHER WAYS TO MARK TEXTBOOKS

Given a tape program and a handout article to provide practice in the marking of textbooks, the student will (1) listen to the program, (2) participate in the practice, and (3) at the end of the lesson submit, according to directions given on the tape (including little or no underlining), the article with (a) a minimum of 3 acceptable questions written in at the top of the first page and (b) 80 percent of all necessary markings and notations inserted.

427.

U-5-T-7

OTHER WAYS TO MARK TEXTBOOKS (FINAL)

Having received instruction and at least two demonstration/application sessions in techniques of marking and noting (other than underlining) texts, the student will present evidence of acceptable marking and noting (underlining may be included but underlining alone will not be acceptable and should be kept to a minimum) on at least 5 pages of a textbook of his own choosing (excluding math); the student may do this exercise in an untimed situation out of class. "Acceptable marking and noting" means that which follows principles established in previous lessons over at least 80 percent of the material and which results in the location of at least 80 percent of the major ideas and major supporting points in the selection. If a student wishes, the instructor will supply a 1,500-word selection in lieu of the student's own textbook chapter; in this case the student will have 50 minutes to do the work in the classroom; the same standards as above must be achieved.

428.

U-6-T-1

TIME MANAGEMENT--DIARY OF TIME

Given a tape program and a copy of "A Diary of Time," the student will (1) listen to the program and (2) before returning to the lab for the next lesson in this unit, complete, according to directions indicated on the tape and on the copy of "A Diary of Time," his own diary record covering 3 consecutive school days and either a Saturday or a Sunday.

429.

U-6-T-2

TIME MANAGEMENT--SUMMARY OF TIME DIARY AND SELF-EVALUATION

Having been given a tape program, a copy of the "Summary of Time Diary," and having brought with him his completed "A Diary of Time" covered in lesson #428, the student will (1) listen to the program; (2) according to the taped directions and using his own "A Diary of Time," fill in with 100 percent accuracy his own "Summary of Time Diary;" (3) before returning to the lab write, according to directions given, a self-analysis/reflection paper (not to exceed one page) in which he describes what he feels to be the implications, positive or negative (for study, for work, for general success, etc.), of the habits he exhibits as reflected in "A Diary of Time" and "Summary of Time Diary" (his reflections need not support the ideas previously presented by the instructor as negative or positive results of certain habits); and (4)submit, upon returning to the lab, the following 3 items: (a) "A Diary of Time," covering any 3 consecutive school days and either a Saturday or Sunday; (b) the "Summary of Time Diary;" and (c) the above-mentioned self-analysis/ reflection paper. Grading will be based on <u>doing</u> the work, not on what is said in the paper. Honesty is important; there is no right or wrong reply.

430.

U-6-T-3

TIME MANAGEMENT--DEVELOP OWN IDEAL SCHEDULE

Given a tape program and a notebook to explain the reasons for scheduling one's activities, to illustrate a system for better scheduling and time management, and to provide directions for building one's own schedule, the student will (1) listen to the program, (2) examine the samples given, and (3) develop and submit his own schedule which conforms 100 percent to the principles established on the tape and in the illustrative materials. (The only grade possible is an <u>A</u>.)

431

U-6-T-4

TIME MANAGEMENT--IMPLEMENT OWN IDEAL SCHEDULE

Having submitted the schedule indicated in objective #430 and having had it approved as meeting that objective's minimum standards, the student will follow that schedule for a period of at least 2 weeks, at the end of which time he will present a self-analysis/reflection paper (not to exceed one page) in which he describes his reactions, positive and/or negative, to having followed the schedule. Grading will be based only on <u>doing</u> the work, not on what is said in the paper. Honesty is important: there is no right or wrong reply.

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432.

U-7-T-1

NOTE-TAKING PREPARATION

Given a tape program, a set of slides, and a Study Guide to explain and illustrate principles applicable to preparing for a lecture note-taking situation, the student will (1) listen to the program and (2) submit at the end of the lesson the Study Guide with a minimum of 70 percent of the correct information inserted.

433.

U-7-T-3

HOW TO TAKE LECTURE NOTES--5 R's and 3 FORMATS

Given a tape program, a set of slides, a notebook, and a Study Guide to explain and illustrate the 5 R's of note-taking and the 3 basic note-taking formats, the student will (1) listen to the program, (2) examine the samples given, and (3) submit at the end of the lesson the Study Guide with a minimum of 70 percent of the correct information inserted.

434.

U-7-T-4

SUBMIT OWN LECTURE NOTES

Given three formats (2-5-1, 2-6-2, and 2-3-3-2) for taking lecture notes, the student will present a series of notes based on at least 5 lectures (from classes other than math and this one) which indicate his ability to follow with 90 percent accuracy the established principles for at least one of these formats. Each set of notes should be appropriately labeled and dated. It is not necessary that all 5 sets of notes be from the same class or from a class the student is enrolled in.

435.

U-7-T-2

NOTEBOOK ORGANIZATION

Given a tape program, a set of slides, and a Study Guide to explain and illustrate the most efficient methods of building a notebook for study purposes, the student will (1) listen to the program and (2) submit at the end of the lesson the Study Guide with a minimum of 70 percent of the correct information inserted.

436.

U-7-T-5

SUBMIT OWN NOTEBOOK

Given the lectures, exercises, and other assignments from this and other courses, the student will, according to established principles for organizing a notebook for maximum study effectiveness, present a notebook, prior to the last week he will be attending this course, which exemplifies these principles. The notebook should adhere to the established principles with at least 90 percent accuracy.

437. U-9-T-1

LISTENING--PRE-TEST

Given a page of directions, the pre-test tape, an answer sheet, and the Effective Listening book which accompany the Xerox Effective Listening Program, the student will (1) follow the directions on the Direction Page, (2) listen to each section of the tape only once, (3) take no notes while listening, (4) respond to each section of the pre-test afterwards as directed, and (5) submit the pre-test at the end of the tape. The test consists of 2 approximately seven-minute oral selections at the end of which the student, without having taken notes, must in writing indicate the major idea(s) and the major supporting points.

438. U-9-T-2

LISTENING--LESSON #1

Having completed the pre-test and having been given a page of directions, the Effective Listening book, and the first tape in the Xerox Effective Listening Program, the student will (1) follow the directions on the Direction Page, (2) listen to each section of the tape only once, (3) take no notes while listening, (4) record, according to directions given, his responses on his own separate sheet of paper, (5) check, where required, his responses as directed, and (6) submit his page of answers at the end of the lesson.

439. U-9-T-3

LISTENING--LESSON #2

Having completed the pre-test and the first tape, and having been given a page of directions, the Effective Listening book, and the second tape in the Xerox Effective Listening Program, the student will (1) follow the directions on the Direction Page, (2) listen to each section of the tape only once, (3) take no notes while listening, (4) record, according to directions given, his responses on his own separate sheet of paper, (5) check, where required, his responses as directed, and (6) submit his page of answers at the end of the lesson.

440. U-9-T-4

LISTENING--LESSON #3

Having completed the pre-test, and the first and second tapes and having been given a page of directions, the Effective Listening book, and the third tape in the Xerox Effective Listening Program, the student will (1) follow the directions on the Direction Page, (2) listen to each section of the tape only once, (3) take no notes while listening, (4) record, according to directions given, his responses on his own separate sheet of paper, (5) check, where required, his responses as directed, and (6) submit his page of answers at the end of the lesson. The student must complete objective #441 immediately following (during the same hour) completion of this objective.

GO TO NEXT PAGE

441.

LISTENING--POST-TEST

Having completed the pre-test, scoring in one of the categories listed in the left column below; having completed all three tapes in the developmental part of the Xerox Effective Listening Program; and having been given a page of directions, the post-test tape, and an answer sheet for that program; the student will (1) follow the directions on the Direction Page, (2) listen to each section of the tape only once, (3) take no notes while listening, (4) respond to each section of the post-test afterwards as directed, and (5) score on the post-test according to the minimum percentage of increase listed in the right column opposite his pre-test scoring category. The test consists of two approximately seven-minute oral selections at the end of which the student, without having taken notes, must in writing indicate the major idea(s) and the major supporting points. He must be able to distinguish these points while being distracted by background noises, foreign accents, lack of organization, irrelevant material, and/or illustrative material. The student must complete this objective immediately following (during the same hour) completion of objective #440.

Pre-test score (points)	Minimum post-test % of increase for grade of....C B A
0 - 25	200%-250%-300%
26 - 50	100%-125%-150%
51 - 75	50%- 65%- 75%
76 - 100	30%- 35%- 40%
101 - 150	20%- 22%- 26%
over 150	see instructor

GRADE RECEIVED ON THIS OBJECTIVE WILL ALSO BE ASSIGNED TO OBJECTIVE #'s 437 THRU 440.

Courtesy of Golden West College, Hearing Impaired Program

COURSE OUTLINE

Golden West College

Date_____

Division Special Services

Instructor Dan Clere

I. COURSE: Special Education (Name) 071 (Number) Vocational Planning for HIP Students (Descriptive Title)

1 (Units)

II. CATALOG DESCRIPTION:

Prerequisite: None Recommended for hearing impaired students who have yet to arrive at a vocational goal. This course examines the vocational world as it relates to the deaf. Occupational information, testing and projects assisting students to initiate a vocational plan.

Course Hours (per week): Two Credit/No Credit
Repeatable for No Credit

PLEASE CHECK:
X Fall
X Spring
X 9 Weeks
____ 18 Weeks
____ ____ Weeks

III. TIME ALLOCATION: Hours/Week

Lecture 2
Lab _____
Demonstration _____
Other _____ (Explain)_____

IV. COURSE GOALS AND OBJECTIVES: (Skills, attitudes and knowledge a student may develop from the course)

1. The student will have a cognitive knowledge of the world of work.
2. The student will have a more realistic appraisal and outlook regarding his vocational/academic future.
3. The student will explore his relationship with the world of work.

V. PURPOSES OF THE COURSE:

General Education	_____	Remedial	X
Adult Education	_____	Occupational	_____
Transfer	_____	Community Service	_____

VI. COURSE CONTENT: (Outline of course content leading toward goals and objectives)

1. Testing
   a. Why we test
   b. Meaning of testing for students
   c. Test administration: interest, aptitude, personality, intellectual, achievement
   d. Synthesis
2. Job Exploration
   a. Factors influencing job selection
      1. Handicaps/disability
      2. Intelligence
      3. Schooling
      4. Race
      5. Geographic area
   b. Outside interviews
   c. Supplemental readings
   d. Widening occupational roles (VIEW)
3. Work
   a. History
   b. Role of the occupation in the life of the individual
      1. Needs as motivators
      2. Self-concept
      3. Interests
   c. Why we work
   d. Job characteristics
   e. Study of occupations
      1. Aptitudes
      2. Work environments
      3. Abilities

VII. LEARNING STRATEGIES or TEACHING METHODS:

__X__ lecture
_____ audio tutorial laboratory
_____ audio and/or visual tutorial segments available in Media Center or classroom
_____ computer
__X__ small-group instruction
_____ laboratory or studio
_____ team teaching
_____ off-campus speakers or consultants
_____ off-campus field trips
_____ work experience
_____ other (specify)_____

VIII. EVALUATION METHODS:

The student will have a more realistic appraisal of himself as judged by his instructors and counselor.

The student will be able to write a resume or fill out a job application.

The student will conduct and exhibit appropriate behaviors in a simulated job interview to be judged by his peers and teachers.

The student will be able to list his major interests, aptitudes, and capabilities.

IX. REQUIRED COURSE MATERIALS:

Textbook(s):

You, Your Job and Change, Oxford Book Company

OTHER MATERIALS (be specific):

Handouts

LEARNING ENVIRONMENT INCLUDING FACILITY REQUIREMENTS:

Room for 20 students; chairs-moveable desk tops; overhead projector, blackboard.

Courtesy of Golden West College

COURSE OUTLINE

Golden West College

Date: January 16, 1973

Division: Special Services

Instructor: Dan Clere

I. COURSE: Special Education (Name) | 070 (Number) | Personal Development for HIP Students (Descriptive Title)

1 (Units)

II. CATALOG DESCRIPTION:

Prerequisite: None This course is designed to assist the student in becoming an emotionally healthy, responsible, and self-reliant adult.

Course Hours (per week): Two Credit/No Credit
Repeatable for no credit.

PLEASE CHECK:
- X Fall
- X Spring
- X 9 Weeks
- ____ 18 Weeks
- ____ Weeks

III. TIME ALLOCATION: Hours/Week

- Lecture 2
- Lab ____
- Demonstration ____
- Other ____ (Explain) ____

IV. COURSE GOALS AND OBJECTIVES: (Skills, attitudes and knowledge a student may develop from the course)

1. The student will have a cognitive knowledge of a healthy personality.
2. The student will have knowledge of his personal strengths and interests and achievement level.

V. PURPOSES OF THE COURSE:

General Education	_____	Remedial	X
Adult Education	_____	Occupational	_____
Transfer	_____	Community Service	_____

VI. COURSE CONTENT: (Outline of couse content leading toward goals and objectives)

1. Introduction- Risk-taking, honesty, responsibility, self-reliance
2. Characteristics of a healthy personality
3. Steps to solving problems
4. Defense mechanisms
5. Small Groups - Self "Who are you"
   a. Self disclosures
   b. Feedback
   c. Awareness of self
   d. Awareness of others
   e. Defenses
   f. Role playing
   g. Reality-testing

VII. LEARNING STRATEGIES or TEACHING METHODS:

X Lecture

_____ Audio tutorial laboratory

_____ Audio and/or visual tutorial segments available in Media Center or classroom

_____ Computer

X Small-group instruction

_____ Laboratory or studio

_____ Team teaching

_____ Off-campus speakers or consultants

_____ Off-campus field trips

_____ Work experience

_____ Other (Specify)_____

VIII. EVALUATION METHODS:

The student will list the five steps to solving problems to be evaluated by the instructor.

The student will explain problem solving and write their method and submit one example.

The student will know five defense mechanisms discussed in class-list and define.

The student will know five characteristics of a healthy personality.

The student will have demonstrated self-reliant and responsible behaviors as judged by the instructor.

IX. REQUIRED COURSE MATERIALS:

Textbook(s):

Other Materials (be specific):

Handouts

LEARNING ENVIRONMENT INCLUDING FACILITY REQUIREMENTS:

Room for 20 students; chairs-moveable desk tops; overhead projector, blackboard.

Courtesy of Golden West College: Examples of Signs for Instructional Purposes
(Special signs are used for various technical courses)

PHYSICAL SCIENCE

POWER - Place "P" on shoulder and bring down in a curvature on forearm.

ENERGY - Sames as power except "E" is used.

RESULTS - Make "R" with elbow about at waist level, the "R" is placed palm up, then wrists are twisted so as to make "R" palms down.

LAW - "L" sign is placed on upper portion of palm and then pulled down to the lower portion after a slight separation of the "L" hand from the upheld palm.

LIGHT - One hand with fingers and thumb held together six inches from the face, fingers and thumb are separated with each finger spread apart from the other.

ATOM - An "A" is made with both hands, each "A" is made to revolve around the other.

ELECTRON - Same motion as atom except "E" is used.

PROTRON - One arm has elbow bent at waist level with palm turned upwards - the other hand forms a "P" over the upturned palm, makes a circular motion with the "P" remaining above the palm then dropping into it.

NEUTRON - Same as protron except "N" is used.

ELECTRICITY - With index fingers of both hands bent as much as possible the protruding joints are brought together and separated with a rapid open and closing of each index finger.

ASCENDING - One hand makes a fist with the back part of the hand turned upwards; the other hand makes an "A" that is placed on the fist and with circular motions is raised above the fist.

DESCENDING - Position one hand as though you were holding a drinking glass, with the other hand make the "D" sign and place the forearm in other hand; Draw the "D" hand downwards until the "D" emerges at the bottom of the other hand.

FORCE - Hold up the index finger of one hand, with palm of the other push it downwards.

SPEED - Position the forefinger of one hand as though pointing at something, with the other hand make an "L" - like sign and place the "L" on the wrist of the pointing hand. Push the "L" toward the end of the finger at the same time snapping the index finger and thumb of the "L" hand together.

PRESSURE - Position one hand as though grasping a glass, with the palm of the other press it downwards.

EXPERIMENT - With both hands make the "E" sign and make alternating circular motions with each.

LIQUID - Position one hand as though holding a glass, make an "L" with other with the index finger pointing away from the speaker, with a curving motion place the thumb portion of the "L" in the curvature of the other hand.

SOLID - One hand has the palm turned upwards, the other hand makes the "S" sign, the "S" hand makes a circle above the palm and drops into it.

Courtesy of Golden West College, Hearing Impaired Program

GUIDELINES FOR INTERPRETERS
GOLDEN WEST COLLEGE

The Interpreter's Role

The interpreter in a classroom is a professional whose expertise is twofold in translating from English to sign language everything that is said by the instructor or by a student during the class period; and in translating from sign language to English whatever the hearing impaired student wishes to convey. Translation in either should be aimed at maximum understanding on the part of the listeners/viewers, and, secondly, at conveying the exact meaning (sometimes the exact words, where appropriate) of the speaker/signer. The interpreter should strive to be as cooperative and helpful as the instructor or student desires, but without infringing upon the deaf person's right to be himself and succeed or fail on his own. Discipline in the classroom is the instructor's responsibility. And while the interpreter is not a tutor or an instructor, and should not ordinarily assume either role, he and the instructor can often form a very effective team. Goodman's The Deaf Student in the Hearing Class offers some excellent suggestions on how this may be brought about.

Ethics

Interpreters at Golden West College are encouraged to subscribe to the Code of Ethics of the Registry of Interpreters for the Deaf, copies of which are always available at the College. Special attention should be directed toward such essentials as confidentiality and allowing the deaf student to develop habits of independence and self-reliance in all matters, including communication. Punctuality and appropriate dress also project a professional image.

Self Improvement

While membership in a professional organization is not required of Golden West College interpreters, many have been able to enhance their interpreting knowledge and skill by attending workshops, reading literature on interpreting, and availing themselves of other opportunities for professional betterment. Literature on interpreting is available at the College, as well as textbook references, and other reading materials, for each interpreter's use. Interpreters are encouraged, if they wish, to further their own education while they are on the college campus, except that an interpreter ordinarily may not enroll in a class for which he is being paid to interpret.

Notification of Absence

Each interpreter's cooperation is requested whenever an absence is necessary. The interpreter is urged to notify the Lead Interpreter or the Chairman of the Hearing Impaired Program at the college or at home as early as possible. This makes it easier, especially in case of multiple absences, to find and assign a substitute(s) for that interpreter's classes.

bpy
4-73

Courtesy of Golden West College - Evaluation form for new interpreters

DATE: _____

NAME: _____

EVALUATIONS: _____

_____

	EXCELLENT		AVERAGE	NEEDS	IMPROVEMENT
1. Clarity	_____	_____	_____	_____	_____
2. Expression	_____	_____	_____	_____	_____
3. Mouth Movements	_____	_____	_____	_____	_____
4. Vocabulary	_____	_____	_____	_____	_____
5. Fluency	_____	_____	_____	_____	_____
6. Speed/Time Lag	_____	_____	_____	_____	_____
7. Fingerspelling	_____	_____	_____	_____	_____
8. Concept Transmission	_____	_____	_____	_____	_____
9. Deletion of any key words, phrases	_____	_____	_____	_____	_____
10. Ability to translate instead of interpret	_____	_____	_____	_____	_____
11. Ability to interpret instead of translate	_____	_____	_____	_____	_____
12. Your comprehension of material being interpreted	_____	_____	_____	_____	_____
13. Mood and Feeling	_____	_____	_____	_____	_____

Comments and Suggestions: _____

_____

Comments On Reverse Interpreting: _____

_____

Courtesy of Tarrant County Junior College District, Service Center for Opportunities to Overcome Problems

Campus (circle one):
N.E.
N.W.
S.

Major_____

INTERVIEW SHEET

Semester _____, 19___ **Date:**_____

Name:_____ **Birth Date:**_____ **Age:**_____
(last) (first) (middle)

Address:_____
(no.) (street) (city) (state) (zip code)

Telephone #:_____ **S.S.#:**_____

Married:_____ **Single:**_____ **Children?**_____ **How many?**_____ **Ages:**_____

Employed?_____ **Where?**_____ **Position:**_____

Education: High School:_____ **Grade Completed:**_____ **G.E.D.:**_____ **College:**_____

Disability:_____

_____

_____

V.R.:_____ **C.B.:**_____ **Counselor:**_____ **V.A.:**_____

Services needed (check):

Notetaker:_____**Mobility Assistance:**_____**Tutor:**_____**Reader:**_____**Counseling:**_____

Motorized Wheelchair:_____ **Tape Recorder:**_____**Placement:**_____**Transportation:**_____

Media Assistance:_____ **Explain:**_____

Interpreter:_____ **Braille Writer:**_____ **Other:**_____

Additional Comments:_____

_____

_____

_____

In case of emergency notify: **Name:**_____

Graduation (Degree)_____ **Address:**_____

Date_____ **Phone #:**_____

Placement_____

Date_____ **Interviewed by:**_____

Courtesy of Tarrant County Junior College District, Service Center for Opportunities to Overcome Problems

PRE-ADVISEMENT INFORMATION

Campus_____ Int'l_____

Student Name_____ Semester_____

Address_____

Telephone_____ S.S. #_____ Reg. Asst._____

Handicap_____ Major_____

Sponsoring Agency_____ Counselor_____ Req. #_____

Assistance Needed:

Transportation____ Reader____ Mobility____ Notetaker____ Interpreter____ Tutor_____

Tape Recorder____ Motorized Wheel Chair____ Counseling____ books on Tape_____

Course	No.	Title	Days	Time	Instructor

Number of Hours_____

Comments_____

APPENDIX D

Feasibility Study Project Advisory Committee

Mrs. Ruth Brown, Staff Specialist
Maryland State Department of Education
Division of Vocational Education

Mr. Frank Bryan, Principal
Maryland School for the Deaf
Columbia Campus

Ms. Norma Buemi, Vocational
Rehabilitation Counselor
Division of Vocational Rehabilitation

Mrs. James Clark, Jr.
Parent and Community Member

Mr. Edward E. Corbett, Jr.
Assistant Superintendent
Maryland School for the Deaf

Dr. David M. Denton, Superintendent
Maryland School for the Deaf

Mr. Joseph DeSantis
Staff Specialist in Vocational-
Technical Education
Maryland State Department of Education

Mr. Ron G. Frank
Director of Community Education
Gallaudet College

Ms. Gertrude Galloway, Vice Principal
Maryland School for the Deaf
Columbia Campus

Mrs. Bernice Hoeper, Director
Deaf Community Services
Lutheran Mission Society of Maryland

Mr. Edward T. Kilcullen, Consultant
in Services to the Deaf
Maryland State Department of Education
Division of Vocational Rehabilitation

Dr. Leonard Siger
Research Associate
Baltimore City Department of Education

Mr. James S. Smith
Associate Dean of Instruction
Howard Community College

Mrs. Jackie Stover, Liaison Worker
Baltimore City Public Schools

Dr. McCay Vernon, Professor
Western Maryland College

Ms. Judith R. Williamson
Extension Agent
University of Maryland

Ms. Anne Marie Zalewski
Faculty Member
Howard Community College